

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

Facilitators' guide group sessions 1–9



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for families of children
with developmental
delays or disabilities**

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group sessions 1–9**

Caregiver skills training for families of children with developmental delays or disabilities: facilitators' guide, group sessions 1–9.

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Introduction

This facilitators' guide for group sessions 1–9 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

The five-part 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 the course 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.

The caregiver skills training package includes the following implementation tools:

- 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 well-being: facilitators and participants' guides (forthcoming).

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

How to use this guide

This facilitators' guide provides information for leading group sessions 1–9. It is a reference manual to be used in conjunction with specific training and under supervision. It includes guidance on how to carry out each of the core group sessions (1–9) with caregivers of children with developmental delays or disabilities. The guide includes detailed descriptions of each strategy (referred to in the guide as “tips”) and key message, and how to teach them to caregivers, using specific examples, stories, exercises and activities. However, reading the guide is not enough to learn the strategies and be prepared to teach them. It is important that facilitators receive practical training and supervision in order to deliver the course to caregivers.

Who is this guide for?

This guide is aimed at non-specialists (community health workers, social service workers, nurses, early childhood education facilitators, teachers, experienced caregivers, etc.) who are trained in the delivery of caregiver skills training.

Facilitators should receive continuing support and supervision from a trained supervisor. Supervisors should be trained in caregiver skills training, have personal experience of delivering group sessions and home visits, and should ideally have extra training experience in providing supervision.

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.

Group session structure and goals

A general group session structure should be followed for sessions 2 through 9, and includes:

- a brief wellness activity (calm breathing);
- review of key messages and tips from the previous session;
- discussion of home practice experiences;
- presentation of a caregiver story which is illustrated in the participants' guide (caregiver stories are used to deliver educational messages, provide examples of how the strategies can be implemented at home and explore common caregiver experiences), followed by guided questions for learning and discussion;
- group teaching and activities, including presentation of key messages and tips for the session;
- a break;
- facilitator demonstration of skills and strategies using role-play, followed by guided questions for learning and group discussion;
- planning for home practice and practice of skills through role-plays with facilitators, coaching and feedback;
- review of the session and close.

This caregiver skills training course is a caregiver-mediated intervention that integrates these strategies into everyday life. Group session goals include building the caregivers' knowledge and skills while supporting them in practising the caregiver skills training strategies at home with their child. Home practice between group sessions is considered essential and caregivers are asked to practise the skills with their child daily.

Adaptation and implementation considerations

This facilitators' guide was developed with the expectation that it will be adapted to the settings in which it is delivered. For additional information on adaptation of this guide see the adaptation and implementation guide.

For additional information on training and supervision, see the introduction for this caregiver skills training course.

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Session 1: Getting children engaged



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Session 1: Getting children engaged

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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 1 – one for each participant. Complete page 3 ahead of time (Contact Information for facilitators).
- Participant feedback forms.
- Flipchart paper, chalkboard, or whiteboard (with appropriate writing tools). [*Consider need for adaptation*]
- Clock or timer to keep track of time during the session.
- Materials for the demonstration: 2 shirts or sweaters of different colours (white and blue are listed in the demonstration, but any two colours can be used) one of these will be worn by a facilitator in Session 2; table, chair or floor mat.
- Materials for the practice in pairs: clothes, face cloth, toothbrush, school bag, bowls and spoons, cups, toys etc.
- List of caregivers' goals (without names) from the first home visit.

Learning objectives

1. Feel welcomed, know what to expect from the training course.
2. Begin to develop an understanding that vaccines, witchcraft, family sins or lack of love etc. do not cause developmental delays or disabilities.
3. Understand that all children can learn new skills and everyday activities are opportunities to help their child develop.
4. Begin to demonstrate an understanding of how to set up the activity: prepare the space, offer choices to begin an activity, position yourself directly in front of your child.

Key messages

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

Skills and strategies (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.

Schedule of activities

20 minutes	Welcome and introduction to the course
10 minutes	Mary's story part 1: Introducing Jacob
15 minutes	Discussion: Introducing your child
10 minutes	Staying regulated: calm, cool and ready to learn
15 minutes	Mary's story part 2: learning through everyday activities
10 minutes	Discussion: Everyday activities that motivate
15 minutes	***BREAK***
15 minutes	Demonstration part 1: "Dressing with Yana". Setting up the space for an everyday activity
30 minutes	Plan for home practice and practice in pairs: planning to set up the space, get face-to-face and offer choices during home activities
10 minutes	Review the session and plan for the next session

Time = 80 minutes before the break and 55 minutes after the break

Welcome and introduction to the course (20 minutes)

Welcome and overview of the course (10 minutes)

Facilitation notes

- Welcome everyone to the group and introduce yourselves as facilitators (see suggestion box below for example introductions).
- Explain that you will be consulting with your supervisor during the course. Give the name of the supervisor and some information about them.
- Ask participants to share their name, their child's name and age and something special that they love about their child.
- Introduce the course and provide information.

Explain: Introductions

- *First, we will introduce ourselves. Then we will ask each of you to share your name, your child's name and age and something special that you love about your child.*

Suggestions for facilitators' introductions

Facilitator 1:

My name is _____ and I am here to help all your children through helping you, and I commit to respect the group rules. We may talk to our supervisors to get advice and help you troubleshoot challenges throughout the course. We will use only first names during these discussions with our supervisors. Any discussion with our supervisors will happen in a private space where the public cannot hear. I will not share information or videos with anyone who is not involved in the course.

Facilitator 2:

My name is _____ and I am also a facilitator for this group.

2 Ask participants to tell the group

- their name, their child's name and age and something special that they love about their child.

Explain: Key information about the course

- *All the things we teach in this course are useful parenting skills that can help all children.*
- *You are not alone. Other families have similar experiences and challenges.*
- *We understand that caregivers are trying their best to help their children despite challenges (e.g. limited time and resources, balancing the needs of all children in the home, household chores, earning a living). We know this can make you feel very stressed.*
- *In this course we will show you strategies you can use to help your child to be more connected with you and develop new skills. Using these strategies will require time and patience. We will also show you ways to take care of yourself.*
- *Supporting each other is very important. Find a partner or a small group to stay in contact with during the course. You can help each other with childcare, information-sharing and home practice. Everyone can find a partner during the break.*

Suggested information about the course

- *This group is designed for parents and other caregivers.*
- *Everyone in this course has a child they are trying to help.*
- *You will get the chance to get to know the other caregivers who are in the course with you.*
- *You may want your children to learn to communicate with you, say more words, do more things for themselves or improve their behaviour.*
- *All children learn differently and at different speeds, and some children learn more slowly than others.*
- *The doctor, nurse or other health-care worker who invited you to this course may have said that your child is developing or learning to communicate more slowly. They may have called this difficulty a “developmental delay”, “syndrome”, “disability”, “autism” or something else.*
- *Your child does not need to have a certain developmental delay or disability for you to come to the course.*

Explain: course schedule and facilitator contact information

- *There is a schedule on page 4 of the participants' guide that shows the topics we will cover in the course [SHOW the schedule].*
- *Facilitators' contact information is on page 3 [SHOW the page].*

Guidelines and rules for the group (5 minutes)

Facilitator reads, and participants follow in their guides (page 5).

Explain

- *Caregivers are asked to arrive on time for each session. Tell a facilitator or someone else in the group if you are coming late or cannot make it.*
- *Caregivers are encouraged to try new things and ask questions.*
- *The following rules are to help everyone feel comfortable when participating.*

- 1.** We will 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.** We will all listen to others and allow each person time to share their thoughts and ideas.
- 3.** We will all be respectful of different opinions.
- 4.** We will help others by sharing our own experiences with the group and offering suggestions, support and encouragement to one another.
- 5.** Please place your telephone on silent. If you need to take a call, please do so away from the group.

[Consider need for adaptation]

Facilitation notes

- Consider adding additional guidelines – e.g. concerning late arrival or the need for a break during the session.
- You may also ask participants if they have any other guidelines to add – e.g. that group members should not bring certain foods such as nuts because some people may have serious allergies.

- 2** Ask all participants if they agree with the group guidelines.

Goals of the course (5 minutes)

Facilitator reads, and explains the pictures, and participants follow in their guides (page 6).

Explain

- *This course teaches special skills to use at home:*
 - *we will learn many different strategies;*
 - *you will decide which strategies work best for your family.*
- *It can be very difficult to have a child who is different from others.*
- *Caregivers need special skills.*
- *Special skills can help caregivers too.*

This course is designed to help your child

<p>Learn to use gestures and words to communicate.</p>	<p>Spend more time sharing engagement in activities and routines with you and others.</p>	<p>Show appropriate behaviour more often with fewer challenging behaviours.</p>	<p>Learn new skills to be more independent in day-to-day activities.</p>
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We hope the course will help you

<p>Feel more confident helping your child to communicate and learn new things.</p>	<p>Connect with your child by enjoying and sharing daily activities.</p>	<p>Meet other caregivers who have similar experiences.</p>	<p>Learn ways to support your own health and well-being.</p>
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Outline of the course

Explain

- *There are 9 group sessions, and a facilitator will make two more visits to your home.*
- *You will receive a telephone call or text message between sessions to check that everything is going well and to answer questions. [Consider need for adaptation]*
- *The course is designed so that participants learn with the facilitators and each other.*
- *You can bring a family member to each session.*
- *You are encouraged to share what you have learned with other family members (e.g. by showing them the participants' guide and describing what you have learned).*
 - *At the end of the last session, we invite all family members to come and we give out certificates of participation.*
 - *This is open to all family members, even if they did not attend all sessions.*

Introduction to Session 1

- Facilitator reads and explains the picture, and participants follow in their guides (page 8).



Explain

- *Today we will learn*
 - *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

- We will complete the personal goals page of the guides (page 9) at the end of the session.
[Consider need for adaptation]

Mary's Story part 1: introducing Jacob (10 minutes)

- Facilitator reads and explains the pictures, and participants follow in their guides (page 10)

Illustration

Facilitator reads



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.
[Consider need for adaptation]*



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 with a 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.

Discuss the story

Explain: *Children with developmental difficulties have strengths as well as challenges.*

ASK: *What strengths did you notice when Mary talked about Jacob's behaviour?*

Possible answers

- Jacob loves to “help his mother cook”, and activities related to these things.
- Jacob is interested in other children.
- Jacob loves to be outside. This gives Mary opportunities to have activities outside.
- Jacob is affectionate and connected with Mary.

ASK: *What challenges do you think Jacob and Mary experienced?*

Possible answers

- Jacob is not talking.
- Jacob had outbursts (challenging behaviour) as a young child during daily routines.
- Mary says Jacob is very active and moving around a lot – it could be difficult to get Jacob to sit down for family activities or at mealtimes.

Explain

- *Even though it can be difficult to help Jacob participate in activities, he is interested and motivated by activities including words – and activities outside.*
- *Jacob has learned new skills over time.*

Key message 1: All children can learn and develop skills

- Facilitator reads and explains the picture, and participants follow in their guides (page 13)

The first key message is: All children can learn and develop skills.

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



- *In this course, we will help you find ways to help your child participate in everyday activities with you.*
- *Children with developmental delays and disabilities may need different supports to participate in your activities than other children. For example, we will show you how to use pictures to help children understand the activity.*
- *Children may begin the course with different types of skills and challenges, but all children can learn and develop with support.*

Discussion: Introducing your child (15 minutes)

Facilitation notes

- Set up the large paper flip-chart/chalk-board or white-board.
 - Make two columns, one for “strengths” and one for “challenges”.
 - Write on the paper or board each of the strengths and challenges mentioned in the discussion.
[Consider need for adaptation]
-

Explain

- *Jacob was a very affectionate child, who loved cooking, and being outside.*
 - *Those were his strengths.*
- *At the same time, he was unable to talk, sometimes he had outbursts, and some everyday activities were difficult for him.*
 - *Those were his challenges.*
- *We will see later how this course helped Jacob's mother address these challenges.*

Discussion

Explain

- *In 2–3 minutes, please tell us:*
 - *about your child and your child's strengths;*
 - *one thing that is challenging right now;*
 - *what you would like this course to help you with.*



Facilitation notes

- Remind participants again of the four goals of the course, if needed.
 - The facilitator should ensure that unrealistic or off-topic goals are redressed or reframed in the context of the caregiver skills training course. The facilitator should explain that the course will not cure developmental delays or disabilities, if relevant.
 - If caregivers are very reluctant, read the list of goals obtained from home visits (but do not say which family they are associated with) and describe when we will learn about that topic in the course.
 - The facilitator will also explain that participants have similar goals if this is accurate.
-

Staying regulated: calm, cool and ready to learn (10 minutes)

Explain

- *Just like Jacob's mother, many of you talked about difficulties with your child's behaviour.*
- *Children with developmental delays and disabilities often have trouble organizing their bodies and their behaviour.*
- *This is caused by normal feelings: they may be anxious, upset, have too much energy or too little energy.*
- *What do you do when you get upset?*
 - *You may want to be alone for a few minutes,*
 - *or you stop talking with others,*
 - *or you take a break from the situation.*
- *When children get upset they need help to learn how to help themselves calm down.*
- *What behaviour do you see from your children when they start to get upset?*

The behaviour thermometer

- The facilitator explains, and participants follow in their guides (page 14).
- *Think about children's behaviour in terms of three levels: **hot/red, warm/yellow, cool/green***
[Consider need for adaptation]



- *We will use this scale now to get to know your children.*
- **Goal:** *To help children stay "cool" and able to learn new skills.*

Cool/Green (Regulated, calm, alert and ready to learn)

- Children showing cool behaviour are calm, alert and ready to learn.
- Signs you may notice: smiling and laughing, body is still and relaxed, making sounds or talking.

Warm/Yellow (Showing first signs of agitation, frustration, distress, or upset)

- When children are getting “warm”, the child shows the first signs of agitation, frustration, distress or upset.
- Signs you may notice: Sounds that show the child is upset (repetitive sounds, whining, fussing etc.), fidgeting or moving more than in green, looking around, not taking turns or participating in the routine, becoming “unengaged”.

Hot/Red (NOT regulated but agitated)

- Children showing “hot” behaviours are very upset and need help to calm down. They may be angry but they may also be very afraid or overexcited about something. A child in this state is unengaged and is not able to learn at this time.
- Signs you may notice: Crying, screaming, whining, tantrum or meltdown behaviour, running away, rolling on the floor, overexcitement, running around.

Discussion questions

Have participants fill in the blank thermometer in their participants' guides (page 15).



? ASK: *What do you notice when your child shows yellow or warm behaviour?*

Possible answers:

- Any behaviours from the warm/yellow box above.

? ASK: *What do you notice when your child shows red or hot behaviour?*

Possible answers:

- Any behaviours from the hot/red box above.

? ASK: *What do you notice when your child shows green or cool behaviour?*

Possible answers:

- Any behaviours from the cool/green box above.



Key message 2: Children learn best when they are calm and cool

- Facilitator reads and explains the pictures, and participants follow in their guides (page 16).

- The second key message is: 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.

Explain (Refer to behaviour thermometer in guides on page 15)

Signs that a child is becoming upset or frustrated (showing “warm behaviour”) include:

- starts fidgeting;
- whines briefly;
- stops being engaged in the activity.

Ways you can help your child stay cool and calm or come back to being cool and calm:

Below are some strategies to help your child.

[Explain the four main strategies and provide examples as needed. Reassure participants that you will go over these strategies again during the course.]

1) Choose the right time for fun

- Choose a good time to do the activity – when the child is calm and cool rather than showing warm or yellow behaviour.

2) Make the activity more fun or enjoyable

- Play an exciting game.
- Be positive, patient and playful. Consider adding a song, such as a tidy-up song.
- Offer praise and encouragement (e.g. “That’s right!” “You are helping!”).

3) Show and tell your child what to expect

- Give a reminder of the time left before the end of the activity; e.g. “We are almost done!” or “10 more seconds and then we finish!” [then count down from 10].
- Divide difficult or long tasks into a few smaller tasks with breaks in between. Consider using visual supports. We will talk more about this later in the course.
- Remind the child that an activity they like will come afterward (e.g. “First we brush teeth, then we read a story”).

4) Give your child a break

- Give a short break when needed (e.g. “Let us finish this part and then we shall take a break”). Ideas for a break include:
 - eat a cold or crunchy snack;
 - tickles or a song;
 - squeezes, hugs, rubs;
 - lullaby/calm song;
 - quiet activity that your child likes (e.g. book, tell a story);
 - deep breaths.
- Deep pressure [squeezing the child's shoulders, arms and legs].
 - Some children can stay cool longer when they receive deep pressure on their bodies. For such a child, squeezing the shoulders, arms and legs can help the child stay cool.
- Time alone (no demands – a true break).

Explain

- The goal is to help children stay regulated and ready to learn.
- Helping children stay cool or come back to cool from warm or hot can prevent or reduce challenging behaviour.
- We will talk more about challenging behaviour later in the course, but for now we can focus on noticing early signs of challenging behaviour and use strategies to help your child stay calm and regulated.

Mary's story part 2: learning through everyday activities (15 minutes)

- The facilitator reads and explains the pictures, and participants follow in their guides (page 17).

At the doctor's office and at the parenting course

Illustration	Facilitator reads
	<p>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. [Consider need for adaptation]</p>
	<p>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."</p>
	<p>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."</p>
	<p>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." [Consider need for adaptation]</p>

Consider adding

Developmental delays and disabilities are not due to:

- ✗ vaccines
 - ✗ spirit possession
 - ✗ hexes or witchcraft
 - ✗ sins of the child's family or ancestors
 - ✗ caregivers not trying hard enough to teach their children or not loving them enough
 - ✗ single parents
 - ✗ allergies/food intolerances
 - ✗ parents who are not good enough
 - ✗ bad manners, bad education
 - ✗ family conflicts or trauma.
- [Consider need for adaptation]



“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.

Discuss the story

Facilitation notes

- Avoid having extended discussions about common myths about causes of developmental delays and disabilities (e.g. vaccines)

Explain: *Mary took Jacob to see a doctor and the doctor told her that her son has a developmental delay.*

ASK: *When did you realize your child had difficulties?*

Explain: *Mary learned that her child's condition is not due to something she or her family did wrong.*

ASK: *Have you had similar concerns about what caused your child's condition?*

Explain (Closing comments)

- *Thank you for sharing your experiences.*
- *It is important to remember that your child's condition is NOT your fault.*
- *The doctor explained to Mary that Jacob's condition cannot be cured. However, she can take classes to help her learn how best to support her child's development.*

Key message 3: You can help your child to develop by engaging with her/him in everyday activities and games

- The facilitator reads and explains the pictures, and participants follow in their guides (page 22).

- **The third key message is: 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

Discussion: Everyday activities that motivate (10 minutes)

Facilitation notes

- Set up the large paper flip-chart/chalk-board or white-board.
 - Ask participants for their ideas and write them down. [*Consider need for adaptation*]
-

Introduce the discussion

- *We are going to brainstorm everyday activities that you can do with your children at home.*
Think of:
 - *activities you are already doing;*
 - *activities that your child enjoys doing, or does not have a problem doing;*
 - *activities you want to do with your children.*



Facilitation notes

? To help generate discussion, consider asking these questions and/or give these examples:

- *Which activities in your day does your child enjoy doing with the family?*
 - meals, washing, dressing etc.
- *Are there any errands or outings that your child does with you?*
 - going to the market, cleaning up, gardening, feeding animals etc.
- *Are there play activities that your child enjoys doing with you or others?*
 - playing with objects, singing, books, storytelling, dancing, arts and crafts, sand/bean/rice box, water play etc.

The facilitator should guide caregivers in choosing the activities.

Particularly, in these instances:

- **Activities that are too difficult or completely new.** It is helpful to mention activities that the child can already do, at least in part. This is because it is important to start without placing too many demands on the child.
 - **Joining an activity the child normally likes doing on their own.** If the caregiver mentions one activity that the child does on by her/himself and would like to join, include that activity. However, make sure the caregiver also mentions activities that they already do together. This is because it can be more difficult to join in an activity if the child particularly enjoys doing it alone.
 - **Toilet training.** Note that toilet training is not a target routine that we can focus on in this course. Toilet training requires more individual resources and time than this course can provide to families. For families who want to focus on toilet training, contact your master trainer for more information and resources.
-

Explain (Closing comments)

- *Thank you for these ideas.*
- *Activities are important because they help children to learn.*
- *In our sessions together, we will learn strategies that we can use during activities to help children communicate and develop new skills.*
- *After the break, we will talk about how to set up activities to engage children successfully.*
- *For our home practice, each person will pick two activities that you will start or continue practising with your child.*

BREAK (15 minutes)

Demonstration part 1: “Dressing with Yana”. Setting up the space for an everyday activity (15 minutes)

Facilitation notes

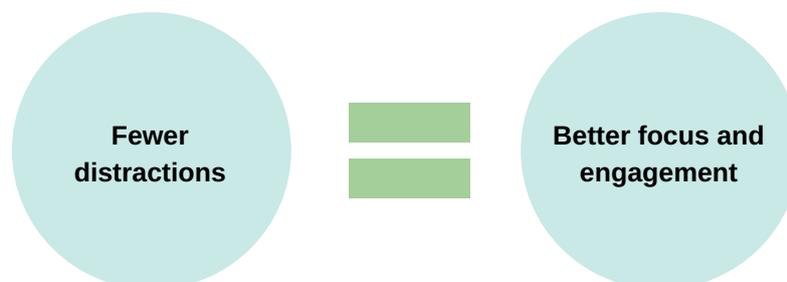
- Participants are to identify three tips in the demonstration.
- One facilitator is Nadia (adult).
- One facilitator is Yana (child).
- Please change the gender and name of the adult and child, as needed, to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- Demonstrate how to offer choices.

Explain the demonstration

- *This demonstration will show how we set up the space for Yana’s morning activities and offer her a choice between two different shirts.*
- *I will be the parent (Nadia) and the other facilitator will be my child (Yana).*
- *The way we arrange the space can help us engage children successfully.*
- *Try to have 2 or 3 activities or item choices in front of your child:*
 - *the child needs to be able to see and reach the items;*
 - *we show the child the items by pointing and naming them;*
 - *then WAIT for your child to show you what she/he wants (e.g. looking towards, leaning towards, reaching, pointing, speaking etc.).*
- *Move in front of your child*
 - *It is easier for your child to share the activity with you when she/he can see the objects and you right in front of them*

We will show three strategies for getting the child engaged:

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



Facilitation notes

- Facilitators may decide to present an alternative demonstration: “Amyah’s after-school routine – setting up the environment for a successful activity” in the Annex. This demonstration shows how the tips for this session apply to a child with more advanced communication skills.
 - This alternative demonstration could be used instead of or in addition to the demonstration on “Dressing with Yana”, although more time will be needed to present both.
-

Demonstration activity

Adult explains to participants:	<i>I am first going to remove any distractions from the space, set out the items we are going to use, and then I will go and get Yana.</i>
Adult:	Lays out two options of shirts or sweaters on a table, chair or mat on the floor.
Child:	Stand away from the shirts and look away.
Adult:	Go to the child, get in front of her and face-to-face. <i>“Ok Yana, time to get dressed!”</i> Take Yana’s hand and walk over to the clothes.
Adult:	Move directly in front of Yana with the clothes between you.
Adult:	<i>“Yana, would you like the white shirt”</i> [point to white shirt], <i>“or the blue shirt?”</i> [point to blue shirt]. Wait and watch the child
Child:	Turn and walk away.
Adult:	Playfully bring Yana back and say, <i>“Time to get dressed Yana!”</i> <i>“Yana, would you like the white shirt”</i> [point to white shirt], <i>“or the blue shirt?”</i> [point to blue shirt]. Wait and watch the child
Child:	Look towards the clothes and pull the blue shirt off the table/chair or pick it up from the floor.
Adult:	<i>“Blue shirt! Good choice Yana!”</i>
Adult explains to participants:	We will follow Yana’s choice and start the getting dressed activity in our next demonstration. Let us talk about what you noticed about how I set up the space first.

? ASK: *Why did Yana's mother lay out the shirts before she fetched Yana?*

Possible answers

- This way she could make sure she had everything she needed before she fetched Yana.
- This made it easier for Yana to focus on the choices.

? ASK: *Where was Yana's mother standing when talking with Yana?*

Possible Answers

- She moved directly in front of Yana.
- The shirts are between Yana and her mother so that Yana can see what her mother is talking about and pointing to.
- When her mother is in front of Yana, she can see when Yana looks at one of the items – she can follow her eyes. She can also see when Yana reaches/grabs an item – she can follow her body.

? ASK: *How did Yana's mother help Yana stay calm and cool during the activity?*

Possible answers

- Yana's mother stayed calm and cool herself. She was playful, relaxed and was not in a rush.
- When Yana wandered away, her mother was patient and encouraged her to come back by saying playfully, "Time to get dressed Yana!"
- When Yana made a choice, Yana's mother responded with praise and said, "Good choice Yana!"

? ASK: *What happened when Yana did not make a choice?*

Possible answers

- Yana's mother gave her another chance to make a choice.
- If Yana still did not make a choice, her mother could pick for her.

? ASK: *After getting dressed, what other choices could the adult offer the child?*

Possible answers

- Choices between items (e.g. choice of two books to look at or two options of food or drink for breakfast).
- Choice of which activity to do next (e.g. wash her face or pack her school bag).

Explain

- We can give choices **between items** (e.g. two shirts, two books, two snacks) or a choice of **which activity to do first** (e.g. wash face or pack school bag).
- When we are giving a choice of which activity to do first, it is important to choose activities that can happen in any order.
- This way, we can **let the child choose what we do first**.
- Giving choices helps give the child some control over their day and makes it easier to get through all the steps.

? ASK: *Are there any questions?* Encourage participants to respond to each other.



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

- The facilitator reads and explains the pictures, and participants follow in their guides (page 23).

- **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

- The facilitator reads and explains the pictures, and participants follow in their guides (page 24).

- **Start with 2 or 3 motivating choices and follow your child's choice.**
- **We can give choices between items (e.g. two shirts, two books, two 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.

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

- The facilitator reads and explains the pictures, and participants follow in their guides (page 26).

- **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.



Plan for home practice and practice in pairs: planning to set up the space, get face-to-face and offer choices during home activities (30 minutes)

Explain the home practice

The facilitator reads, and participants follow in their guides (page 27).

- *Each participant should select two everyday activities to practise 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 with each practice activity.*
- *Try to practise the activities every day.*
- *Practise the tips from this session to get the children engaged:*
 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.*

Preparing for the home practice

- *The home practice will be easier for you and your child if you **choose the right time** to do the activity (when the child is calm and cool rather than showing warm or yellow behaviour).*

During the home practice

- **Look & Listen**
 - *Pay special attention to your child's behaviour.*
 - *How is your child responding?*
 - *What do you think this interaction is like for your child?*
 - *What is it like for you?*
- *Now we have some time to prepare for the home practice together.*
- *We will do a **role-play together** to prepare.*

Facilitation notes: Activity instructions

- Explain the practice in pairs, as described below.
 - Divide participants into two groups, each led by one of the facilitators.
 - Each caregiver will discuss and plan their home practice and then role-play it with the facilitator acting as their child. See “Explain the practice in pairs” below – this describes what each caregiver should discuss and plan.
 - The facilitators will go around to each caregiver so that they can practice. Each participant will act as the adult and the facilitator will act as their child.
 - Participants should role-play with the facilitator and demonstrate:
 - how they set up the space;
 - how they will move in front of their child, get down to their child's level and have the activity between them and the child;
 - how they will offer choices and follow their child's choice,
 - Facilitators should move from one participant to the next, allowing each person to practise and giving constructive feedback where appropriate.
 - **It is very important that each participant has a chance to role-play.** Time the activity so that each caregiver can role-play. If you are pressed with time, you may ask caregivers to role-play specific strategies (e.g. in turn, how to set-up the space, or how to offer choices). Aim to have each caregiver role-play all strategies.
 - If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role-play in pairs with another caregiver if they are comfortable doing so.
 - Facilitators should support the discussion and answer questions.
 - Remind caregivers to be respectful of others and to provide encouragement to one another.
 - Explain all instructions before the practice.
-

Explain the practice in pairs

- *This is to practise this session's skills and strategies and to prepare for the home practice.*
 - *Everyone will demonstrate and discuss how they will use the tips from this session at home with their child.*
 - *Remember, fun activities are more successful.*
 - *We will divide into two groups. One group will go with one facilitator and the other group will go with the other facilitator*
 - *Remember our group rules during this activity:*
 - *after everyone has practised, you can help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;*
 - *respect each other's privacy.*
- ❓ *Each caregiver will discuss with the facilitator:*
- *Which activities will you select and why?*
 - *Which materials will you use?*

- *How will you arrange the space?*
 - i) *Where will you do your activity?*
 - ii) *Are there objects (clutter) or distractions you will need to remove?*
 - *Planning for 2 or 3 items you can provide to start an activity (different activities, or different materials for the same activity, e.g. three different games).*
 - *Your plan to find moments to practise.*
 - *How you will help your child to stay calm and cool during the activities.*
- *Facilitators will come around and practice with you.*
 - *After the practice, we will think about how you can do something for yourself too. You will be asked to share:*
 - *something you can do for your own well-being this week. It can be something that makes you feel more relaxed or rested.*

? **ASK:** *Are there any questions?* Encourage participants to respond to each other.

Explain (Closing comments)

- *In the next session we will discuss the home practice activities.*
- *It is OK if they did not go well.*
- *These activities may be difficult at first, but children will make the most progress when caregivers practise the activities regularly.*

Invite participants to fill out the “Personal Goals” section on page 9 of their guides before the next session. [*Consider need for adaptation*]

Review the session and plan for the next session (10 minutes)

Review of key messages and tips (5 minutes)

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

Group discussion: skill review (5 minutes)

Explain

- Each participant should share:
 - one thing learned today;
 - two activities they will do at home with their child;
 - one thing they will do for their own well-being.



ASK: Are there any questions about engaging your child in daily activities and the tips we discussed today?

Facilitation notes

- Allow a free exchange of ideas and conversation.
- Remind participants that they must not share information about other families outside of the group.
- Encourage participants to share the skills and strategies with family and friends.
- Thank everyone for their participation.

Planning for the next session

Explain

1. You may want to have a partner or a small group for support during the course

- *to discuss the home practice activity or talk to if you have missed a session;*
- *to make common arrangements for childcare.*

Offer: *If you are interested in finding a partner or forming a small group, you are welcome to stay for a few minutes to exchange information.*

2. Planning for the next session

- *We will continue to work on getting children engaged and keeping them engaged in Session 2 (give date, time and place).*
- *Each family can bring two caregivers to these sessions, so you are welcome to bring another family member with you.*
- *If you miss the next session, you are welcome to attend Session 3.*
- *Come to Session 3 fifteen minutes early and we will help you review the things you have missed.*

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for caregivers to engage with their children and to get the child to notice them and a shared activity.

Additional tips for caregivers of children with other health conditions:

- For children who have difficulty paying attention, it is especially important to remove distractions when setting up the space.
 - For overactive children, when trying to engage them in a shared activity it may be best to sit them down in a place where there is limited opportunity to move around. For example, sit them down on a mat facing the corner of a room, or on a chair at a table.
 - For children who have additional health conditions, it is especially important for the caregiver to move in front of the child and to get down to the child's level.
 - For children who have difficulty with attention, hearing or vision, the caregiver should get the child's attention by touching or tapping her/him and calling her/his name.
 - Some children with overactivity will be able to engage in an activity for only a few short moments. Aim for short positive interactions. Shared activities should be fun for the child. Encourage caregivers to continue trying gently with their child.
 - When offering a choice of activity to children who have difficulty with vision, hold the items up so the child can see them more easily or gently move the child's hand to touch the items.
-

Facilitation notes:

Children with developmental delays or disabilities need special care and protection

- Just like other children, children with developmental delays or disabilities need regular check-ups from a health-care provider and also need their vaccinations.
 - Children with developmental delays or disabilities need extra care to make sure they stay clean and healthy. Caregivers should pay extra attention to their child's hygiene, including hand-washing, to avoid their becoming ill.
 - Some children with developmental delays or disabilities have feeding problems: extra care may be needed to make sure the child receives enough nutrition.
 - Other people may not always understand the difficulties that children with developmental delays or disabilities have; such people may think the child deliberately misbehaves or is naughty. Caregivers should protect children from harsh punishments or abuse by explaining to others that their child has special needs and is not deliberately disobedient or misbehaving. If harsh punishment is a problem in the family or the community of caregivers in the group, facilitators and their supervisors are available to offer support.
-

Session 1: Annex – Optional demonstrations

Instruction

Use this demonstration in this session in addition to or in place of the demonstration “Dressing with Yana”.

Demonstration: “Amyah’s after-school routine” – setting up the environment for a successful activity

Facilitation notes

- One facilitator is an adult, Natalia.
 - Another facilitator is a child, Amyah.
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
 - The activity is Amyah’s after-school routine.
-

Introduction

We will show three strategies for engaging the child, setting up the space and offering choices

- *Set up the space: remove distractions and make a safe place to interact.*
- *Start with 2 or 3 motivating choices and follow your child’s choice.*
- *Move in front of your child, get down to your child’s level and have the activity between you and the child.*
- There are activities that you are successful with and some that are more challenging.
- Amyah’s after-school routine has three parts: 1) have a snack, 2) complete homework, and 3) read a book.

First we need to set up the environment for our activity.

How do we do this?

- **Set up the space: remove distractions and make a safe place to interact:**
 - Scan your environment and **choose a space** where you will do the activity. Making sure the space around the child and in front of the child is **clear of materials that you do not need** will help your child focus on the activity you want to engage in.
- **Move in front of your child, get down to your child’s level and have the activity between you and the child:**
 - It is easier for your child to share the activity with you when the child can see the objects and you right in front of her/him.

Next we need to get the activity to start and continue for as long as possible.

How do we do this?

- **Start with 2 or 3 motivating activities and follow your child's choice:**

- Put 2 or 3 choices in front of your child where the child can see the choices and reach them. Wait for your child to show you what they want (by looking, leaning towards something, reaching, pointing, using a word etc.).

While watching this demonstration, look for our three tips for setting up the environment and offering choices.

Adult explains to participants:

Amyah and I have just made it home from her school. I am setting up for Amyah's after-school routine. We have three activities that we can do: have a snack, do homework, and read a book. I picked these three activities from our after-school schedule because they can happen in any order. This way, I can let Amyah choose what we do first. Giving her choices helps give her some control over her day and makes it easier for me to get through steps that are sometimes challenging, such as homework. I will set out her choices and then I will go and get Amyah.

Adult: [lays out two books and a snack]

Child: Busy taking shoes off.

Adult: “Amyah, please come here and bring your school bag when you are ready!”

Child: [Finishes taking shoes off and brings school bag to adult]

Adult: [Move directly in front of Amyah across the table with the materials between you]

Adult: “Thank you Amyah. Well done. OK, so let us see what homework you have today.”

Child: “OK” [opens the bag and pulls out books and papers].

Adult: WAIT

Child: “I have math pages.”

Adult: “Ok so you have three things to do – your math pages” [points to homework], “have a snack when you are hungry” [points to snack], “and read one book” [points to the two books]. “So what do you want to do first? Remember there is only one snack before dinner” [Wait and watch the child].

Child: “I hate math, I don't want to do it!”

Adult: “I know math is hard, but I can help you. It is your choice. You can relax first with a snack or a book or we start with math – what do you want to do?”

Child: “I shall do my math first.”

Adult: **To participants:**

We will follow Amyah's choice in our next demonstration. First, let us talk about what you noticed about how I set up the environment first.

Discussion

? ASK

Why do you think Amyah's mother gathered all the materials before she called her daughter over?

Possible answers

- This way she could make sure she had everything she needed for each activity.
- She could make clear choices, using the items for each activity for Amyah to choose from.

? ASK

Did you notice where Amyah's mother was standing when talking with Amyah?

Possible answers

- She moved directly in front of Amyah.
- The items are between Amyah and her mother so that Amyah can see the three clear choices that her mother is talking about and she can see her mother too.
- When her mother is in front of her, she is able to see both what Amyah is looking at and Amyah's face at the same time.

? ASK

What happens if Amyah does not make a choice?

Possible answers

- If Amyah still does not make a choice, her mother could choose for her.
- Amyah might show her mother if she made the wrong choice by then choosing one of the other activities.

? ASK

What happened when Amyah did what her mother was expecting from her?

Possible answers

- Amyah's mother thanked Amyah and praised her.

- **Ask participants if there are questions and encourage group responses**

2

Session 2: Keeping children engaged



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Session 2: Keeping children engaged

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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 2 – one for each participant.
- Participant feedback forms.
- Flip-chart paper, chalk-board, or white-board (with appropriate writing tools).
[Consider need for adaptation]
- Clock or timer to keep track of time during the session.
- Materials for the demonstration: a shirt or sweater (worn by the adult in the demonstration) and a pair of socks and pants (will not be worn).
- Materials for the practice in pairs: clothes, wash cloth, toothbrush, school bag, bowls and spoons, cups, toys etc.
- Goal-setting worksheet from Visit 1 for all participants.

Learning objectives

1. Develop an understanding that vaccines, witchcraft, family sins, lack of love etc. do not cause developmental difficulties.
2. Begin to demonstrate an understanding of why sharing engagement is important for children's learning.
3. Continue to demonstrate an understanding of how to set up the space for home routines, including demonstration of provision of choices to begin an activity and positioning oneself directly in front of one's child.
4. Begin to demonstrate an understanding of following the child's interests and providing praise.
5. Appreciate how playing helps children learn and build relationships with others.

Key messages

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

Skills and strategies (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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice. Introduce Session 2
20 minutes	Mary's story (continued): stigma and beliefs
20 minutes	<i>Look and listen</i> – Notice when your child is not engaged
10 minutes	Laila's story: learning to spend more time in shared engagement
15 minutes	***BREAK***
15 minutes	Demonstration: "Dressing with Yana". <i>Look and listen</i> - Notice your child's interests and catch your child being good
20 minutes	Learning to play and learning by playing
30 minutes	Plan for home practice and practice in pairs: planning to arrange the space. <i>Look and listen</i> during home activities
10 minutes	Review the session and plan for the next session

Time = 75 minutes before the break and 75 minutes after the break

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Introduce activity

- Calm breathing is different from the way in which we usually breathe.
- When we use calm breathing we breathe slowly, allowing the air to go into the bottom part of our chests.
- Calm breathing helps our bodies relax and helps us feel calmer, usually in just a few minutes.

When we are frightened, stressed or upset, we tend to take short fast breaths using the upper part of our chests.

DEMONSTRATE by putting one hand on your upper chest and breathing in quick breaths that cause your chest to rise.

When we are relaxed, we tend to breathe more slowly into the bottom part of our chests. Have you ever watched someone sleeping? Their breathing is usually slow.

You can practice calm breathing whenever you feel overwhelmed or stressed.

We are going to do this exercise at the start of each session as a way to take a pause and to calm ourselves before working together.

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *Put one hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: With each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 2 (20 minutes)

Review key messages and tips from the last session

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

Review the home practice plan from the last session

- Choose two everyday activities that you will do with your child or that you will involve your child in.
- Plan to spend 5 minutes with your child every time you do an activity together.

Review the home practice

ASK: What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity you did.

Facilitation notes

- Invite participants to share one thing that went well this week. This could be an example of the child's skills, or it could be a time when the caregiver was more patient or kind, thought of a new idea for play or a new routine, or noticed a strength in their child.
 - Allow caregivers to share experiences of trying the home practice.
 - These include both positive and challenging experiences.
 - This is an opportunity for the group members to learn more about each other and to support each other, as well as to seek support and encouragement from the facilitator.
 - Repeat and affirm/praise responses.
 - Ensure that everyone has a chance to speak (but do not let anyone speak for too long).
 - Encourage participants to support and give suggestions.
 - **Write:** all activities on large piece of paper/chalk-board/white-board.
[Consider need for adaptation]
 - After reviewing the home practice, have participants fill out the page called "Home practice review" on "Home practice review" on page 36 of the participants' guide.
[Consider need for adaptation]
-

ASK: *We are interested to hear about your experience of practising an activity at home with your child. Would someone like to share what it was like to do this home practice?*

- *Which activities did you try?*
- *What went well? Why?*
- *What did you find difficult? What did not go as you wanted? Why?*

Facilitation notes

Use these questions to clarify what happened:

- *What did your child do? What did you do? What happened then?*
 - *Where were you? Were there other people around?*
-

ASK: *Did anyone try an activity that was different from what they planned to do? Could you tell us why you chose a different activity?*

Consider asking:

- *Did they try the activity and decide it was too difficult? Too easy?*
- *Did they try the activity and decide it was not motivating for their child?*
- *Did they follow the child in doing a different activity that the child chose?*

Explain

- *It is OK to change activities! The best activity is the one that is motivating for the child and that you do every day. Our interests can change. It is ok to follow your child and change to a different activity.*
- *Some activities may be very important for you or your family but not very motivating for your child.*
 - *In this case, we can help the child by providing extra rewards to keep them motivated to practise the activity.*
 - *The facilitators can help by giving suggestions about how to use extra rewards.*

Facilitation notes

- Toilet training is not a target routine that we can focus on within this course.
 - Toilet training requires more individual resources and time than this course can provide to families.
 - Families who want to focus on toilet training can contact their master trainer for more information and resources.
-

Introduction to Session 2

- Facilitator reads and explains the picture, and participants follow in their guides (page 37).



- *Today we shall learn:*
 - *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

- We will complete the personal goals page of the guides (page 38) at the end of the session.
[Consider need for adaptation]

Mary's story (continued): stigma and beliefs (20 minutes)

- The facilitator reads and explains the pictures, and participants follow in their guides (page 39).

We were introduced to Mary and her son, Jacob, in the last session. Now let us hear more of what happened at the beginning for Mary. This story also talks about Jacob when he was 3 years old.

Illustration	Facilitator reads
	<p><i>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.</i></p>
	<p><i>She would confide to her husband her worries about their son, but sometimes she and her husband disagreed. They were both tired and stressed.</i></p>
	<p><i>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. [Consider need for adaptation]</i></p>
	<p><i>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.</i></p>

Explain: *Mary had a very hard time at the beginning. She was afraid to share her worries with other members of the family and her community.*

ASK

- *Why do you think this was?*
- *Did it happen to you as well?*

- *How did you cope?*
- Invite participants to share and discuss their own experience of stigma:
 - *Did it happen to anyone else too?*
 - *Did anyone have a different experience?*

Explain: *Mary had a difficult time engaging Jacob. He spent a lot of time by himself and it was very difficult to get him interested in doing activities together.*

ASK

- *Do you have similar experiences with your child?*
- *What is it like for you?*

Thank participants for sharing their experiences.

Facilitation notes

- Facilitate the discussion with open questions and do not force participants to answer.
- Remind participants that personal stories discussed in these sessions should not be shared with anyone outside the group – all participants have agreed to keep this information private.
- If caregivers are very reluctant to speak, the facilitator can say that some people believe that children's difficulties are caused by possession, witchcraft or something the caregiver did during pregnancy. [*Consider need for adaptation*]

Reminder: Developmental delays or disabilities are NOT caused by the following:

- ✗ Vaccines
- ✗ Spirit possession
- ✗ Hexes or witchcraft
- ✗ Sins of the child's family or ancestors
- ✗ Caregivers not trying hard enough to teach their children
- ✗ Single parents
- ✗ Allergies/food intolerance
- ✗ Parents who are not good enough
- ✗ Bad manners, bad education
- ✗ Family conflicts or trauma

[*Consider need for adaptation*]

Explain (Closing comments)

- *Your children are very lucky to have caregivers like you who have managed to overcome stigma and difficulties and are committed to spending time to better help their children.*
- *It is so important for you as caregivers to feel supported by health professionals and by your communities. We are here to try to provide some support.*
- *Your community may include your place of worship, your child's preschool, and/or friends and family.*
[*Consider need for adaptation*]

Look and listen – Notice when your child is not engaged (20 minutes)

Levels of engagement (10 minutes)

Explain: Children can engage with (pay attention to, focus on, and interact with) the people and things in their environment at three different levels:

- not engaged
 - object-engaged
 - shared engagement.
- Let us look at examples of each level of engagement.
 - Later we will talk about your child.

Facilitation notes

- Ask participants to find the “Levels of engagement” pages in their participants' guides (beginning on page 41).
- Guide participants describing the pictures before providing the answers.
- You can use the questions to lead the discussion.
- Try to keep the discussion focused and gently remind caregivers **to discuss the pictures** if they start talking about their experience.
- Reassure them there is time to talk about their children later.

Level of engagement: not engaged

Explain

- 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.



ASK: What is the child doing with objects or people?

Consider asking:

- Is the child looking **at** or looking **away** from the parent or the object?
- Is the child wandering (not paying attention to any person or thing)?
- How is the body of the child positioned? Is s/he positioned towards the parent or the object?

Possible responses

- The child is not looking at or paying attention to people or objects.
- The child is facing away and moving away from the adults. He is also looking away.
- The child is not interested in the adults, the toys or the book.

ASK: *Is the child doing any repetitive or odd actions?*

Consider asking:

- *Is the child moving his hands or body in an odd way?*
- *Is the child looking at his body (e.g. his hands) in an odd way?*

Possible responses

- The child in the second set of pictures is flapping his hands and appears to be looking at them.

Explain

- *Children with developmental difficulties sometimes show repetitive or odd physical movements like the child in the second picture.*
- *Sometimes these movements are very short and may happen when children are excited about an activity.*
- *In this example, the child is not noticing the adult or the activity. He is looking away. The child's behaviour tells you the child is not engaged.*

Level of engagement: object-engaged

Explain

- *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.*



ASK: *What is the child doing with objects?*

Consider asking:

- *Is the child looking at the object or at the caregiver?*
- *How is he looking at the object? Is it a very intense, focused look?*
- *Does the child seem to want the objects in a very particular way, and does he become upset if things are changed?*

Possible responses

- The child is looking very intensely at the objects.
- The child is not noticing anyone else.
- The child wants to use the objects in his own way and becomes upset when someone else tries to touch them.

ASK: *What is the child doing with people?*

Consider asking:

- *Is the adult involved in the activity?*
- *Is the body of the child positioned towards or away from the adult?*
- *Does the child seem to notice or care if the adult is around or not?*

Possible responses

- The child is not noticing or interacting with anyone.
- The child's body is turned to face the objects and turned away from other people.

ASK: *Is the child doing any repetitive or odd actions with the objects?*

Consider asking:

- *Is the child doing the same action over and over again?*
- *Does the child seem preoccupied with having the objects in a very particular way?*
- *Is the child using the objects in an unusual or odd way (e.g. looking at them from a particular angle, sniffing or licking them)?*

Possible responses

- The child is doing the same action over and over.
- The child wants to have the objects a certain way: cups in a line and boxes stacked in a certain order.
- The child with the cups is looking at them very closely.

Explain

- *These children would probably do the same actions with the objects if there were no other people around.*
- *The child prefers to play with the boxes alone in a certain way rather than have another person put the boxes in a different order.*
- *Children with developmental difficulties sometimes show repetitive or odd actions with objects like these two children do.*
- *When children are intensely focused on objects in this manner, we need to work hard to find a way to use the objects in an appropriate way that you can share together.*

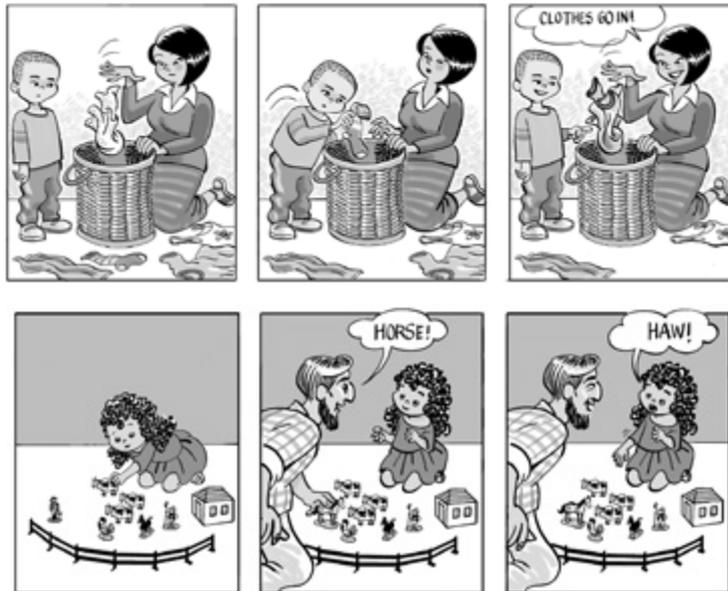
Otherwise:

- *We may need to try an activity with objects that are less interesting.*
- *We can try the very interesting objects again later.*

Level of engagement: shared engagement

Explain

- *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.*



ASK: *What is the child doing with objects or people?*

Consider asking:

- *How is the child's body positioned?*
- *What is the child looking at?*
- *Are the child and the adult involved in the same activity?*
- *Is the child paying attention to what the adult does and says? How can you tell?*
- *Shared engagement is the time when children can learn the most from your interaction with them. Why do you think that might be?*
- *What do you notice about the child's behaviour when she/he is sharing engagement compared to when the child is not engaged or is over-focused on objects?*

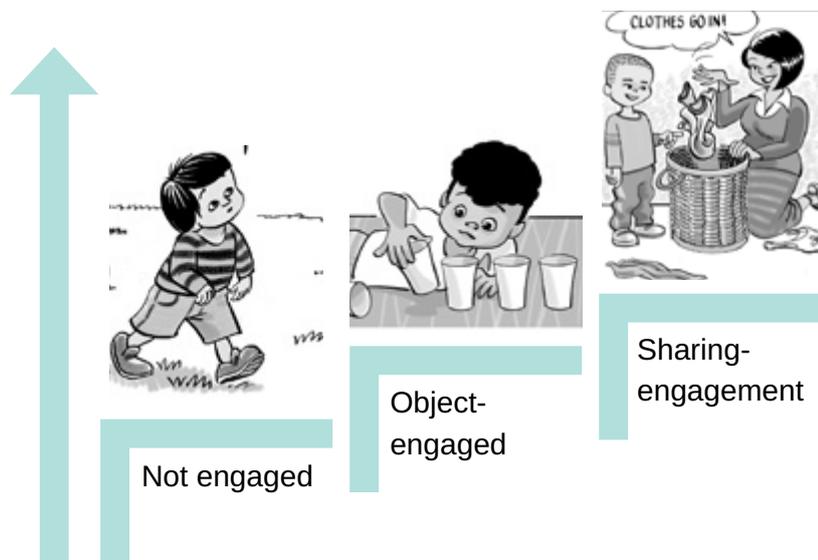
Possible answers

- The child is paying attention to two things: 1) the adult, and 2) the activity the child and adult are doing together.
- The child notices the thing that the adult is talking about so the child can learn new words that are related to the activity.
- The child notices the adult and the way the adult is doing the activity. The child can also learn how to do the activity (e.g. how to wash hands, how to read a book, how to play with a toy).

Engagement steps

- Facilitator reads and explains the pictures, and participants follow in their guides (page 44).

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.
-
- These examples show us one level of engagement at a time.*
 - All children will spend some time at each level, but children with developmental difficulties spend more time not engaged and object-engaged than other children do.*
 - Our goal is to help your child spend more time sharing engagement. When children share engagement, there are more opportunities for them to learn.*

Laila's story: learning to spend more time in shared engagement (10 minutes)

- Facilitator reads and explains the pictures, and participants follow in their guides (page 45).

Laila is 7 years old, uses two words at a time to communicate and she loves animals. Her speech is much less than what we would expect from a child of her age. This child will show us more than one level of engagement and give us examples of how we can help her spend more time in shared engagement.

Illustration



Facilitator reads

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.

? **ASK:** *Did you notice Laila being not engaged?*

Possible answers

- No, Laila was engaged. She was either object-engaged or sharing engagement.
- Note: If participants consider the repetitive scripting of the book language to be not engaged, highlight that – if Laila starts reciting those words at other times when the book is not present – this could be a sign that she is not engaged.

? **ASK:** *Did you notice Laila being object-engaged?*

Possible Answers

- Looking closely at the book and reciting the words without noticing her mother.
- Laila turns back to the book after putting a tiger in the jungle.

? **ASK:** *Did you notice Laila sharing engagement?*

Possible answers

- She watches her mother put an animal in the jungle.
- She imitates her mother.

Explain

- *No child spends all of its time sharing engagement.*
- **Our goal is to help your child spend more time sharing engagement.**
This means:
 - *the moments happen more often, and*
 - *the moments become longer and longer.*
- *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 who are just starting to share engagement, your goal is to help your child spend a few more seconds sharing engagement.*
- *Even small gains in shared engagement can make a big difference for children!*

? **ASK:** *What do you notice about your child?*

- *Does your child spend a lot of time not engaged or object-engaged?*
- *How do you know when your child is not engaged?*
- *How do you know when she/he is object-engaged?*
- *Is it difficult to share engagement with your child?*
- *How do you know when your child is sharing engagement with you?*



Key message 1: Children have more opportunities to learn when they are sharing engagement – noticing you and your activity

- Facilitator reads and explains the pictures, and participants follow in their guides (page 48).

The first key message is: 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:
 - you, and
 - 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.

ASK: Look at the images in your participants' guide, printed below Key message 1. How is the grandmother trying to engage her grandson in shared engagement?

Possible answers

- The grandmother responds to the boy's pointing and word "toys" by inviting him to play together with the ball, saying "want toys" while handing the ball to him.
- The grandmother responds to the boy who is splashing the water by saying "splash!" A further suggestion: she could further encourage shared engagement by responding to the boy's actions and could playfully splash some water too.
- The grandmother introduces a new activity, and a new way to play together – pouring water from a jug. A further suggestion: she could give the jug to the boy and see if he tries to pour some water too.

BREAK (15 minutes)

Demonstration: “Dressing with Yana”. *Look and listen* – Notice your child’s interests and catch your child being good (15 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration – “Afterschool with Amyah”. *Look and listen* – notice your child’s interests and catch your child being good. The annex shows how the tips for this session apply to a child with more advanced communication skills.
 - This alternative demonstration could be used either instead of or in addition to the demonstration below called “Dressing with Yana”, although more time will be needed to present both.
-

Facilitation notes

- One facilitator is Yana (child).
 - One facilitator is her mother (adult).
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - Please change the type of caregiver to suit the characteristics of the facilitator – e.g. change “mother” to parent, father, grandfather or grandmother.
 - Use the sweater/shirt/jacket, extra socks, shoes and pair of pants for this demonstration. Only the sweater/shirt/jacket will be worn.
 - This demonstration should be done slowly to allow participants time to understand the demonstration.
 - The adult starts by getting the articles of clothing and shoes.
 - The child starts by sitting on the floor or in a chair.
-

Adult explains to participants:	<i>We did a demonstration of Yana with her mother in the last session. We shall now show a further demonstration of Yana and her mother. We are about to start. Yana needs a lot of help to get dressed but she is starting to help me when I put on her shirt. She does not know how to say any words. I decided to start practising with this activity because I noticed that Yana was looking at the shirt. I noticed that she was interested in it.</i>
Child:	Looks with her eyes toward the shirt.
Adult:	(Get down to the child’s level and speak in a positive and playful tone, move your head to show you are looking) <i>“Let’s get dressed! Time for your shirt!”</i>
Child:	Reach toward the shirt.
Adult:	Holds up shirt and say <i>“Shirt! Here comes your shirt!”</i> (Smile and use a warm, friendly tone. Put the shirt over the child’s head.) When you can see her head again, say <i>“There you are!”</i>
Child:	Look at the parent and smile.
Adult:	<i>“Yay shirt on Yana! Arm one!”</i> (Reach into sleeve and pull the child’s hand out of it.)
Child:	Fuss a bit as the adult helps with the sleeve.

Adult:	<i>"There it is!"</i> (Smile and use a warm, friendly tone.) <i>"Arm two!"</i> (Do the same thing as before, but this time do not pull her hand all the way out of the sleeve.)
Child:	She tries to push her arm out a little bit.
Adult:	<i>"There it is!"</i> (Smile and use a warm, friendly tone) <i>"Yana, you're helping!"</i> Hold the child's hand and help a lot to get her hand through the sleeve.
Child:	Pull at the shirt but have trouble pulling the bottom of the shirt down to your waist.
Adult:	<i>"Good try, I can help"</i> (Gently help pull the bottom of the shirt down with Yana.) Say, <i>"We did it!"</i>
Adult:	Lays out the pants and socks in front of Yana.
Child:	Become unengaged, look away, get up to walk away.
Adult:	(Playfully bring Yana back to the choices and hold out the pants. Move your head to show you are looking.) Say, <i>"Yana, let's put on pants"</i> .
Child:	Reach for pants. [END DEMONSTRATION]

ASK: How did Yana's mother help Yana engage in the next step of the dressing routine?

Possible answers

- She made two clear choices for Yana – pants or socks.
- She looked for Yana's communication – Yana uses her eyes to look away instead of choosing.
- When Yana did not choose, her mother chose for her.
- Yana's mother shows Yana she is looking by moving her head.

ASK: How did Yana's mother look and listen for Yana's interests? Did she follow Yana?

Possible answers

- She paused and waited for Yana to communicate an interest (using her eyes or with a gesture).
- She gave Yana a choice of pants or socks after they finished the shirt.

ASK: How did Yana's mother help Yana stay calm and cool during the activity? Did you notice her catching Yana being good?

Possible answers

- The mother encouraged Yana:
 - She gently encouraged Yana to participate in the activity (invited her to push her arm through the sleeve).
 - She said what Yana did – i.e. "you helped!"
 - She praised Yana for trying to push her arm through the sleeve and for trying to pull down the bottom of the shirt.
- The mother was playful and tried to make the activity fun for the child:
 - She used a playful voice and sounded excited.

Explain: Review of demonstration

- In this demonstration, Yana's mother is **looking at and listening** to her daughter Yana's behaviour.
- When Yana's mother sees or hears Yana participate in the activity she **responds with praise and encouragement**.
- Yana's mother **sets up her space** by putting two clear choices out for Yana to see – the pants and the socks.
- Yana's mother tries to **follow Yana's choices** to keep Yana motivated to participate in the activity.

ASK: Are there any questions? Encourage participants to respond to each other.



Key message 2: Children learn best during activities that are fun, positive and full of praise

- Facilitator reads and explains the pictures, and participants follow in their guides (page 49).

The second key message is: 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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 50).

- ***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 need to offer options that are at the right level for your child!



Learning to play and learning by playing (20 minutes)

Explain

Play is a set of skills that develop over time for children.

- *Sometimes children with developmental delays or disabilities may:*
 - *not know how to play with other people;*
 - *not know how to play with toys or other objects;*
 - *do things with the toys that are not very helpful for learning (e.g. staring at objects for a long time, lining them up, or spinning objects);*
 - *“get stuck” in their play and do the same thing over and over again for a very long time.*

? **ASK:** *Why do you think play is important?*

Facilitation notes

- Some caregivers may already understand that play is important. If so, this question can be dealt with quickly.
 - If the idea that play is an important way to connect with your child, and is essential for children to learn, is a new insight for the caregivers in your group, then discuss carefully why play is important – not just between the child and other children, but also between child and their caregiver(s).
 - Emphasize that play can be built into daily chores and activities, so it does not have to take much additional time.
-

Possible answers

- 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.



Key message 3: Children can learn communication skills and other skills by playing with you

- Facilitator reads and explains the pictures, and participants follow in their guides (page 51).

The third key message is: 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

Explain

- There are many things children can play with and there are many ways to play with these things. Some are easier, others are more complex.
- Children can gradually learn to play in more complex ways.
- In this activity we will find out how to select the best options of play activities to offer to your child.
- Look at the picture in the guides on page 41. What is happening here?



- The father shows the child an illustrated book. The child is unengaged and eventually leaves. This book is too advanced for the child (it has lots of words and unclear pictures). **It is not at the right level. This does not help the child to engage in the activity.**
- How can we choose which 2 or 3 options are the best to offer to our child?
To make sure that the child is engaged in the activity, we should offer only options that are **at the right level** for the child.
- When we offer a choice of play activities, all of the options we offer the child should be at the right level for them. Let us see how we can select the right options.**
- Using the participants' guide (page 52), explain
 - to build a successful play activity, we need to work out what level your child is playing at now;
 - when we know how your child plays, we can use toys and games at that level.

Ways to play

- Facilitator reads and explains the pictures, and participants follow in their guides (page 52).

There are different ways to play:



People games



Simple play



Put-together play



Early pretend play



Advanced pretend 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 too difficult for the child to understand.*

Ways to play – examples of activities

- Facilitator reads and explains the pictures, and participants follow in their guides (page 53).

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

- People games:** e.g. swinging or chase games, clapping or singing a song.



- Simple play:** e.g. rolling a ball, pushing a toy along the ground, shaking, banging or dropping objects.



- Put-together play:** e.g. 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:** e.g. 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:** e.g. pretend that 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 and pictures:** e.g. adult names the pictures; child looks or points; adult tells the story or adult and child take turns talking about each page of the story



Group discussion: How does your child play now?

ASK: How does your child play now?

Share your experiences of when you have tried to play with your child or when you noticed your child playing with others.

Let us look at the participants' guides (pages 52– 56) and find out at what level your child plays **now**.



Consider asking:

Have you tried playing with:

- bubbles, balloons?
- toys in the bath or in a small bucket of water?
- toy cars and trucks?
- puzzles?
- blocks, boxes, cups?
- dolls, toy animals?
- books, magazines, pictures?
- people games?

Consider all kinds of games or toys and find the level that matches how your child plays now!

- Your child may not know how to play with objects yet.
- Your child may be able to play with different types of games or toys.
- Your child may be better at some kinds of play than others (e.g. some children can be very good with blocks but not know what to do with dolls).
- Look for the right level!
- You can mark in the participants' guide (page 55) all the different ways your child can play now.

Facilitation notes

- The goal of this activity is to identify the child's **current play level** (*how the child plays now*)
 - Help caregivers describe how their child plays with different materials/people.
 - Encourage caregivers to think about all categories (e.g. play with household items or other objects, dolls, other people, books).
 - Some children may not be playing yet with objects. In this case, ask if the child can play people games.
 - Refer to each child's goal-setting worksheet to see the child's **current play level** and guide the caregiver to identify the child's **play level** that corresponds to **current skills**.
 - Write all ideas on a large piece of paper/chalk-board/white-board. [*Consider need for adaptation*].
 - Caregivers can be encouraged to tick or mark the visuals in their participants' guide that correspond to their child's **current play level** (*how their child plays now*).
 - After the discussion, invite participants to fill out "How my child plays now" on page 55 of the participants' guides [*Consider need for adaptation*]
-

Group discussion: Your child's next step – choose target play skills

■ **ASK:** Which new ways to play could your child learn? Which could be your child's **next step** in play?

Explain

- Children can gradually learn to play in more complex ways.
- You can show your child new ways of playing.
- Together we will choose your child's **next step** in play:
 - It could be playing in the same way as your child can play now but with **new or more materials**.
 - It could be playing in a new way with toys – a way that is a little **more complex** than how your child plays now.

Facilitation notes

- The goal of this activity is to identify the child's **target play level** (*the child's next step in play*).
 - Help caregivers to describe their child's **next step** in learning how to play with different materials or people.
 - Encourage caregivers to think about all categories (e.g. play with household items or other objects, dolls, other people, books).
 - For children who may not be playing yet, help brainstorm some play and game ideas.
 - Refer to each child's goal-setting worksheet to know the child's **target play level**.
 - You can identify two play targets for each child, choosing from the following options depending on the child's current abilities:
 - Option A): Play target 1 may be the child's current level of play if the child can only play with one or two specific materials at a certain level of play. Play target 2 may be the next play level.
 - Option B): Both Play target 1 and Play target 2 may be the next play level, if the child appears to fully master their current level of play (i.e., they can play with a variety of materials at the same level of play).
 - Remind caregivers that people games are good options for all children but are not sufficient in themselves. If a child can only play people games, it is important to target simple play in order to promote learning.
 - Write all the ideas on a large piece of paper/chalk-board/white-board. [*Consider need for adaptation*]
 - Caregivers can be encouraged to tick or mark the visuals in their booklet that correspond to their child's **target play level** (their next step).
 - After the discussion, invite participants to fill out "My child's next steps in play" on page 55 of the participant guides [*Consider need for adaptation*]
-

Group discussion: Share ideas for play

- Now we will choose play ideas where the child can continue to practise how they play with toys now and begin to practise their next step too.
- **Select play ideas that are not too easy and not too difficult.**
- When the activity is **too difficult**:
 - the child may not be able to participate;
 - it is very difficult for a child to share engagement and to communicate (these are our goals).

- **When the activity is *too easy*:**
 - *it can be boring;*
 - *it may not help the child to learn new skills.*
- **Now that you know how your child plays *now* and their *next step*:**
 - *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.**
- **Look at the pictures in your booklet to find play ideas that are right for your child. Then write them in your booklet** (page 56)
- **Remember:**
 - ***It is OK to play people games with children of all ages and abilities, but always select other play ideas with objects too!***
 - *People games are a great way to get your child connected with you (and regulated – Remember the Behaviour thermometer from Session 1. We shall talk more about this in Session 7).*
 - *You can use people games to get started, or take a break so that you can then show your child how to play with objects.*
 - *Choose a play idea with objects that you can begin to play with when your child is regulated.*
 - ***You can play with the same objects or materials in simpler or more complex ways, from simple play to advanced pretend play.***
 - *For example, a book can be used in simple play (turn the pages) or within a complex advanced pretend play activity (pretending to be the characters in the book).*
 - ***You can change the way you play as your child grows and develops.***

Facilitation Notes

- The goal of this activity is to identify **play ideas** where the child can practice *current* play level and learn the *next* play skills.
- Note: in Session 3 you will support caregivers building *play routines* from these *play ideas*.
- Help caregivers identify **play ideas** where they can help their child continue to practise their **current play level** and learn their **next step**.
- Ensure that both the child's **current play level** and the child's **target play level** are considered.
- Write all ideas on a large piece of paper or on a chalk board/white board. *[Consider need for adaptation]*.
- You can also refer to the table with play examples on the following pages for examples of play ideas.
- After the discussion, invite participants to fill out "Play ideas" on page 56 of the participant guides *[Consider need for adaptation]*

Use the following guide to help participants identify suitable play ideas

Play materials	Ways to play				
	To get started or take a break...	Simple play	Put-together play	Early pretend play	Advanced pretend play
No materials (people games)	Peekaboo; chasing games; songs	-	-	-	-
Bubbles, balloons	Blow bubbles and pop; blow up balloon and let air out	-	-	-	-
Balls		Roll, bounce, throw or kick back and forth; roll down a ramp	Throw balls into a bucket, then dump them out and restart	Kick or throw the ball at a pretend target made of cushions or boxes	Pretend the ball is a hot cake you took out of the oven, or a heavy bag or stone that you struggle to carry

Play materials	Ways to play				
	To get started or take a break...	Simple play	Put-together play	Early pretend play	Advanced pretend play
Toy animals and people		Single actions (roll, shake, drop, push); cause and effect	Simple (stack and build, put objects inside containers); complex (building something out of objects)	Basic familiar actions with toy animals and dolls, e.g. eating, drinking, sleeping	Imaginative; pretend to be a character; make animals or dolls act as if they are alive
Toys in the bath or in a small bucket of water		Scoop and pour water in cups; take apart blocks and drop them in the water	Stack the toys in the tub	Pretend to wash a doll, use soap, and dry the doll off	Pretend the doll has life (e.g. the doll is swimming, finding treasure etc.)

Play materials	Ways to play				
	To get started or take a break...	Simple play	Put-together play	Early pretend play	Advanced pretend play
Toy cars and trucks		Roll, push, slide down a ramp	Stack the cars; put them into boxes	Put people or animals into the cars and drive them somewhere	Pretend a doll or animal is driving the car; pretend the car is animated and talks
Puzzles		Take the pieces out	Put pieces into the puzzle board	Feed the puzzle piece people or animals; put them in a house or car	Pretend the puzzle piece people or animals have life and can run, jump, eat, sleep
Blocks, boxes, cups		Slide down a ramp; take out small items from a bigger container	Put in a bucket; stack; build something (car, castle etc.)	Put animals into a farm or people into a house or building	Pretend blocks are something else (food, cars)

Play materials	Ways to play				
	To get started or take a break...	Simple play	Put-together play	Early pretend play	Advanced pretend play
Dolls, toy animals		Slide down a ramp; take out	Put dolls into boxes, containers etc.	Feeding dolls; mixing food; putting doll to bed, people in a house	Pretending to be different characters; make figures do things and say things
Books, magazines, pictures		Turn the pages	Stack the books; build something you see in the book (e.g. use blocks to make the house you see in the book)	Pretend to pat a picture of a cat in a book; pretend to feed a picture of a baby in a magazine;	Pretend to be characters from the book; act out stories; have dolls or animals do the same actions as the characters in the book



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 57).

- 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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 58).

- 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 to 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?

- Facilitator reads and explains the pictures, and participants follow in their guides (page 59).

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 may 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.

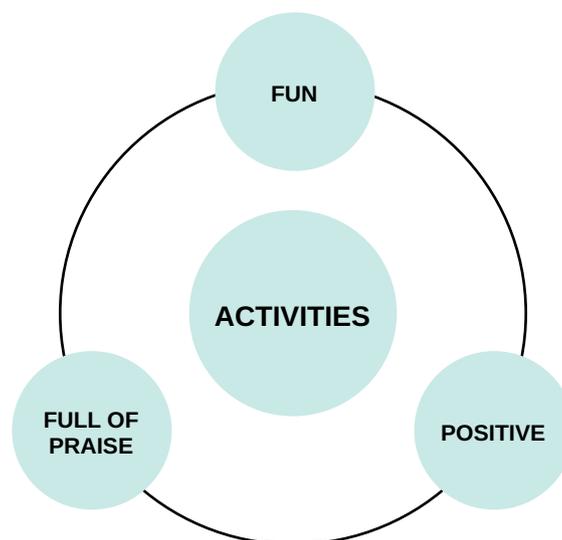


Plan for home practice and practice in pairs: planning to arrange the space. *Look and listen* during home activities (30 minutes)

(Consider the child's level of play and preferred play activities!)

Explain the home practice

- Facilitator reads and participants follow in their guides (page 60).
 - *Choose two everyday activities to do with your child between now and the next session. 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.*
 - *Try to share engagement with your child.*
 - *Remember to practise all the tips we have learned so far to get children engaged and keep them engaged:*
 - *Set up the space: remove distractions and make a safe place to interact.*
 - *Start with 2 or 3 motivating choices and follow your child's choice.*
 - *Move in front of your child, get down to your child's level, and have the activity between you and the child.*
 - *Look and listen – Notice what your child is motivated by and interested in.*
 - *Find out how your child likes to play and show the child new ways to play.*
 - *Look and listen – Notice when your child is being good and respond with praise.*



Preparing the home practice

- *Remember from Session 1 that the home practice will be easier for you and your child if you **choose the right time** to do the activity*
 - *when the child is calm and cool rather than showing warm or yellow behaviour.*

During the home practice

- Remember from Session 1 that one way to keep the child cool and calm or to bring her/him back to being cool and calm is to **make the activity more fun or enjoyable**. For instance:
 - play an exciting game;
 - be positive, patient and playful; consider adding a song (e.g. a “Tidy up” song);
 - offer praise and encouragement (e.g. “That’s right!” “You’re helping!”).

- **Look & Listen**
- Pay special attention to your child’s behaviour.
 - How is your child responding?
 - What do you think this interaction is like for your child?
 - What is it like for you?

- Now we have some time to prepare for the home practice together.
- We will do a **role-play together** to prepare.

🔍 **ASK:** Are there any questions? Encourage participants to respond to each other.

Facilitation notes: Activity instructions

- Explain the practice in pairs, as described below.
 - Divide participants into two groups, each led by one of the facilitators.
 - Each caregiver will discuss and plan the home practice and then role-play it with the facilitator acting as their child. See “Explain the practice in pairs” below – this describes what each caregiver should discuss and plan.
 - Facilitators will go around to each caregiver so that they can practice. Each participant will act as the adult and the facilitator will act as their child.
 - Participants should role-play with the facilitator and should demonstrate:
 - how they set up the space;
 - how they will get face-to-face with the child with the activity between them;
 - how they will offer choices (consider the child’s level of play and preferred play activities);
 - how they will *look and listen* for their child’s interests and choices;
 - how they will watch for skills and appropriate behaviour to praise and what they will say to praise their child.
 - Facilitators should move from one participant to the next, allowing each person to practise and giving constructive feedback where appropriate.
 - **It is very important that each participant has a chance to role-play.** Time the activity so that each caregiver can role-play. If you are pressed for time, ask the caregivers to role-play specific strategies (e.g. in turn, how to *look and listen* or how to praise). Aim to have each caregiver role-play all strategies.
 - If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they should repeat the role-play in pairs with another caregiver if they are comfortable doing so.
 - Facilitators should support the discussion and answer questions.
 - Remind caregivers to be respectful of others and to provide encouragement to one another.
 - Explain all instructions before the practice.
-

Explain the practice in pairs

- *This is to practise this session's skills and strategies and prepare for the home practice.*
- *Everyone will demonstrate and discuss how they will use the tips from this session at home with their child.*
- *Remember, fun activities are more successful.*
- *We will divide into two groups: one group will go with one facilitator and the other group will go with the other facilitator.*
- *Remember our group rules during this activity:*
 - *after everybody has practised, help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;*
 - *respect each other's privacy*
- *Each caregiver will discuss with the facilitator:*
 - *Which activities will you select and why?*
 - *Which materials will you use? Are these at the right level for your child?*
 - *How will you arrange the space?*
 - *Where will you do your activity?*
 - *Are there objects (clutter) or distractions you will need to remove?*
 - *Plan for 2 or 3 items you can provide to start an activity (different activities, or different materials for the same activity, e.g. three different games).*
 - *How will you **look and listen** for the child's interests and choices?*
 - *How will you watch for skills and appropriate behaviour that you can praise?*
 - *What will you say to praise your child?*
 - *How will you help your child to stay calm and cool during the activities?*
 - *Plan to find moments to practise.*
 - *Remember to keep the activity fun, positive and full of praise!*

Facilitators will come around and practise with you.

- *After the practice, we will think about how you can do something for yourself too. You will be asked to share:*

What is something you can do for your own well-being this week? It can be something that makes you feel more relaxed or rested.

Facilitation notes

- *After the practice, invite participants to fill out the page called "Ideas for praise" on page 62 of the participants' guide.*

[Consider need for adaptation]

Explain (Closing remarks)

- *During the next session we will discuss the home practice activities.*
- *It is OK if they did not go well.*
- *These activities may be difficult at first, but children will make the most progress when caregivers practise the activities regularly.*

Review the session and plan for the next session (10 minutes)

Review of key messages and tips (5 minutes)

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

Lightbulb	Tips		
<p><i>Look and listen</i> – Notice what your child is motivated by and interested in.</p>	<p>Find out how your child likes to play and show the child new ways to play.</p>	<p><i>Look and listen</i> – Notice when your child is being good and respond with praise.</p>	

Group discussion: skill review (5 minutes)

Explain

- *Each participant should share:*
 - *one thing learned today;*
 - *two activities they will do at home with their child;*
 - *one thing they will do for their own well-being.*



ASK: Are there any questions about engaging your child in daily activities and the tips we discussed today?

Facilitation Notes

- Allow for a free exchange of ideas and conversation.
- Remind participants that they must not share information about other families outside of the group.
- Encourage participants to share the skills and strategies with family and friends.
- Thank everyone for their participation.

Planning for the next session

Please bring the following to the next session:

- *Several empty containers or items to build towers with, such as:*
 - *plastic food containers;*
 - *plastic cups;*
 - *small cardboard boxes;*
 - *drink boxes;*
 - *anything else that we could use for building towers that would be safe for children.*
- *A few materials used in routines from home practice.*
 - *If you are working on a book activity, please bring the book.*
 - *If you are working on a play activity, please bring the objects you are playing with.*

Explain

- *In the next group session we will learn how to create routines with children by playing and doing everyday activities together (give date, time and place).*
- *If you miss the next session, you are welcome to Session 4.*
- *Come to Session 4 fifteen minutes early and we will help you review the things you have missed.*

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for caregivers to engage with their children and get the child to notice them and a shared activity.

Additional tips for caregivers of children with other health conditions:

- For children who have difficulty paying attention, it is especially important to remove distractions when setting up the space.
 - For overactive children, when trying to engage them in a shared activity it may be best to sit them down in a place where there is limited opportunity to move around. For example, sit them down on a mat in the corner of a room, or on a chair at a table.
 - For children who have additional health conditions, it is especially important for the caregiver to move in front of the child and get down to the child's level.
 - For children who have difficulty with attention, hearing or vision, the caregiver should get the child's attention by touching or tapping the child and calling her/his name.
 - Some children with overactivity will be able to engage in an activity for only a few short moments. Aim for short positive interactions. Shared activities should be fun for the child. Encourage caregivers to keep trying gently with their child.
 - When offering a choice of activity to children who have difficulty with vision, hold the items up so the child can see them more easily or gently move the child's hand to touch the items.
-

Session 2: Annex – Optional demonstrations

Demonstration: “Afterschool with Amyah” – *Look and listen* – Notice your child’s interests and catch your child being good

This demonstration will show how you can **look and listen** to:

- notice what your child is motivated by and interested in; and
- catch your child being good and respond with praise.

Facilitation notes

- One facilitator is the adult, Natalia.
- Another facilitator is the child, Amyah.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- Perform all demonstrations slowly to allow time for participants to understand.
- This demonstration requires two pieces of paper, two pencils, a school bag/container and two books.
- The child is on the floor or in a chair with paper. The pencils are in the school bag.

Adult explains to participants: *We are about to start. Amyah sometimes gets upset when she is doing her homework. Sometimes the topics are hard, and she needs some extra help. She talks in sentences so sometimes we can discuss the problem and sometimes when I talk less and let her think, she stays calmer. Today she has chosen to do her math first and have a snack and book after, so I am following her choice.*

Child: [Sitting down with math pages]

Adult: Walks over and sits in front of the child, say “Great choice to do your math first”
WAIT

Child: [Looks at the pages and sits for a few seconds] “I need a pencil.”

Adult: “Right, we need pencils, can you bring me a pencil too?”

Child: [Gets two pencils from the school bag. Comes back and hands one to the adult]

Adult: “Thank you. OK. Time for math!” WAIT

Child: Looks at the page, starts to work on the first problem for a few seconds and then says: “This is too hard! I want my snack.”

Adult: To participants:

I know that math is hard for her. Even if we did math after a snack, she would probably still ask me for a snack to stop or delay her math. So I will try to help her continue with her math.

Adult: “OK, we can have a snack next after math. Let’s see what we need to do.”
[quickly looks at the page and the instructions]

Child: [Whines and waits for adult]

- Adult:** “OK, we are doing some addition on the top” [points to top of page] “and multiplication on the bottom” [points to bottom of page].” *Do you want to start with addition or multiplication?”*
- Child:** “Addition.”
- Adult:** “Great, you are excellent at addition, you can do this!” [include regionally appropriate physical affection: high five, pat on back, squeeze her hand, etc.]
- Child:** [Whines a little but starts working on the first problem]
- Adult:** WAIT for Amyah to clearly work on the first problem. Then say: “Look at you go! Great work Amyah. I see you are done with the first problem already”

Discussion

ASK: *How did Amyah’s mother Natalia help Amyah engage in the next step of the afterschool homework routine?*

Possible answers

- **She waits.** She uses **look and listen** to see when Amyah might need help and when Amyah can figure out the next step by herself (e.g. she waits for Amyah to notice that she needs a pencil to do her homework).
- She creates a choice between the two math activities (addition and multiplication) and follows Amyah’s choice.
- We shall talk more about giving children choices in future sessions.

ASK: *How did Natalia look and listen for Amyah’s interests? Did she follow Amyah?*

Possible answers

- **Natalia pauses and waits for Amyah to communicate a choice.**
- Paused, waits for Amyah to make a choice – Amyah chose the math pages in the first demonstration.
- Natalia creates a choice between the two math activities (addition and multiplication) and follows Amyah’s choice
- Natalia does not follow every request. When Amyah tries to escape her math homework by asking for a snack, Natalia helps her continue her homework and does not give the snack. (We will talk more about responding to challenging behaviour in Session 8.)

ASK: *Did you notice Natalia catching Amyah being good? What did she do?*

Possible answers

- **Natalia encourages Amyah.**
- She thanks Amyah for sharing the second pencil and responding to her instruction.
- She praises Amyah once she sees her begin to work on the first problem.
She is playful and tries to make the activity fun for the child.
- She tries to sound positive and excited.
- Even when Amyah whines and protests, Natalia stays calm, steady and positive.

Explain: Review of demonstration

→ **Look & Listen** *In this demonstration Natalia is **looking at, and listening to**, her daughter Amyah's behaviour.*

*When she sees or hears Amyah participate in the challenging activity she **responds with praise**.*

*Natalia **sets up her environment**.*

*In the first part of the demonstration Natalia is ready with **2 or 3 choices** to start the activity, including the challenging activity (math homework) and two relaxing activities that Amyah likes (a snack and reading a book).*

Natalia continues to set up her environment in part 2 by putting two clear choices out for Amyah to see – the two math pages.

*Natalia tries to **follow Amyah's choices** in order to keep Amyah motivated to participate in the activity.*

■ **ASK:** *Does anyone have any questions? Encourage participants to respond to each other.*

3

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



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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 3 – one for each participant.
- Participant feedback forms.
- Flip-chart paper (5–10 pages), chalk-board, or white-board with appropriate writing tools.
[Consider need for adaptation]
- Clock or timer to keep track of time during the session.
- Materials for the demonstration: 12 stackable cups and two other types of stackable objects (e.g. blocks, small cardboard boxes etc.) and a blanket, mat or sheet.
- Materials for the practice in pairs: stackable objects (e.g. cups, blocks, small cardboard boxes etc.) and other toys suitable for different play levels.

Learning objectives

1. Know how to choose the right time and set up a play or home activity routine.
2. Know how to follow the child's interest and imitate her/his play.
3. Know how to join in by taking turns in the activity.
4. Know how to add a new step or modify the routine.

Key messages

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

Skills and strategies (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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice. Introduce Session 3
10 minutes	Shalini's story: using play and home routines to create opportunities for shared engagement
30 minutes	Building your home and play routines
15 minutes	***BREAK***
20 minutes	Demonstration "Playtime with Jamie": helping children engage in play routines
25 minutes	Plan for home practice and practice in pairs: play and home routines
10 minutes	Review the session and plan for the next session

Time = 65 minutes before the break and 55 minutes after the break

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Introduce activity

- Calm breathing is different from the way in which we usually breathe.
- When we use calm breathing we breathe slowly, allowing the air to go into the bottom part of our chests.
- Calm breathing helps our bodies relax and helps us feel calmer, usually in just a few minutes.

When we are frightened, stressed or upset, we tend to take short fast breaths using the upper part of our chests.

DEMONSTRATE by putting one hand on your upper chest and breathing in quick breaths that cause your chest to rise.

When we are relaxed, we tend to breathe more slowly into the bottom part of our chests. Have you ever watched someone sleeping? Their breathing is usually slow.

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *Put one hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: With each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 3 (20 minutes)

Review key messages and tips from the last two sessions

	Key messages		
<p>All children can learn and develop skills.</p>	<p>Children learn best when they are calm and cool.</p>	<p>You can help your child to develop by engaging with her/him in everyday activities and games.</p>	
<p>Children have more opportunities to learn when they are sharing engagement – noticing you and your activity.</p>	<p>Children learn best during activities that are fun, positive and full of praise.</p>	<p>Children can learn communication skills and other skills by playing with you.</p>	

	Tips		
<p>Set up the space: remove distractions and make a safe place to interact.</p>	<p>Start with 2 or 3 motivating choices and follow your child's choice.</p>	<p>Move in front of your child, get down to your child's level and have the activity between you and the child.</p>	
<p><i>Look and listen-</i> Notice what your child is motivated by and interested in.</p>	<p>Find out how your child likes to play and show the child new ways to play.</p>	<p><i>Look and listen-</i> Notice when your child is being good and respond with praise.</p>	

Review the home practice plan from the last session

Choose two everyday activities that you will do with your child or involve your child in.

- Try to choose activities that you do every day or almost every day.
- Plan to spend 5 minutes with your child every time you do an activity together.
- Practice the tips (in the table above).

? ASK: *What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity you did.*

Facilitation notes

- Invite participants to share one thing that went well this week. This could be an example of the child's skills, or it could be when the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.
 - Allow caregivers to share experiences of trying the home practice.
 - These include both positive and challenging experiences.
 - This is an opportunity for the group members to learn more about each other and to support each other, as well as to seek support and encouragement from the facilitator.
 - Repeat and affirm/praise responses.
 - Ensure that everyone has a chance to speak (but do not let anyone speak for too long)
 - Encourage participants to support and give suggestions.
 - **Write:** all activities on large piece of paper/chalk-board/white-board. [Consider need for adaptation]
 - After reviewing the home practice, have participants fill out the page called "Home practice review" on page 71 of the participants' guides.
[Consider need for adaptation]
-

Guiding questions

? ASK: *We are interested to hear about your experience of practising an activity at home with your child. Would someone like to share what it was like to do this home practice?*

- *What activities did you try?*
- *What went well? Why?*
- *What did you find difficult? What did not go as you wanted? Why?*

Use these questions to clarify what happened:

- *What did your child do? What did you do? What happened then?*
- *Where were you? Were there other people around?*

Facilitation notes

Support for challenges can be found in the table below and in the *home visit facilitators' guide* under "Coaching troubleshooting tips".

Challenge	Troubleshooting tips
Activity was too easy. Child was not interested/bored.	Try adding more steps to the play/activity or choose a different activity.
Activity was too difficult. Child was frustrated.	Try removing steps, asking the child to do only the first or the last step; choose a different activity.
Child left as soon as I approached her/him.	Try: <ul style="list-style-type: none"> ▪ getting down to the child's level; ▪ following his/her choice of materials/activity; ▪ joining in by simply copying what the child does, without asking her/him to do anything. We will talk more about this today.
Child lost interest after a very short time.	How to keep the child's interest for longer: <ul style="list-style-type: none"> ▪ Check if the routine is motivating for the child. ▪ Try praising the child more. ▪ Keep it fun, rather than a chore. ▪ Move through the steps faster. ▪ Consider using rewards to keep the child engaged for longer (see below). Remember: use rewards only to praise your child for skills and appropriate behaviour. Note to facilitator. It is important to use rewards carefully: use rewards only for skills and appropriate behaviour.
Other children around / television /other distractions	Try setting up the environment again by removing distractors (see tips, Session 1)
Child flitted from one activity to another.	<ul style="list-style-type: none"> ▪ Try offering fewer choices of between two or three activities/materials, or try only two choices (see tips, Session 1). ▪ Make your play space smaller so there is less space to walk around. ▪ Try having the child sit in a chair or mark a special spot with a mat, paper or tape. Make it clear where the child sits.
Child refused the activity proposed and chose a different activity.	That is OK! It is important to follow your child's choice. You can try to add a different activity later.
Child engaged in challenging behaviours/screaming/kicking...	It is important to find the right time to engage with your child. Try at a different time when you know your child may be less tired/hungry. *Facilitators: Discuss with the group if there is time to troubleshoot (identify the reason for the behaviour and an appropriate strategy from the tools in sessions 7 and 8) OR meet the family during the break or after the session.
Child engaged in the activity for a few minutes and then left.	It is OK to give your child a "break" from demands. Keep engaging your child in daily routines and she/he will gradually spend more and more time engaged in the activities.

Explain: Remind participants

- *It is OK to change activities! The best activity is the one that is motivating for the child and that you do every day. Our interests can change.*
- *Some activities may be very important to you or to your family but are not very motivating for your child. In this case, we can help the child by providing extra rewards to keep her/him motivated to practise the activity.*

Facilitation notes

Optional information to include if helpful

Which activities to choose:

- There are different kinds of daily routines/activities:
 - **activities** that your child likes and finds **motivating**;
 - **activities** that are **important to you or your family**, such as getting dressed or mealtimes, but that may not be motivating for your child.
- It is OK to try to practise both. You can also combine them in different ways:
 - only a motivating activity if your child is tired or hungry, or it is a “bad day” for you or your child;
 - a preferred activity to start off and warm up your child, followed by a less motivating activity once your child is more engaged;
 - a short, not very motivating activity, immediately followed by a motivating activity to reward your child.

What to use to praise/reward your child:

- Usually, you can **tell and show them they 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 trying”, “Nice sitting”);
 - a kiss, hug, affection;
 - tickling, a favourite routine (such as peekaboo, or swinging in the air).
- Sometimes, you can choose to **give your child a small “reward”** for trying something new or doing something well. This works best with activities that may be very important to you or your family but may not be very motivating for your child. You could give your child:
 - a favourite toy or object;
 - a small piece of a favourite food.
- **Remember to give them a big smile and praise them with words at the same time!**

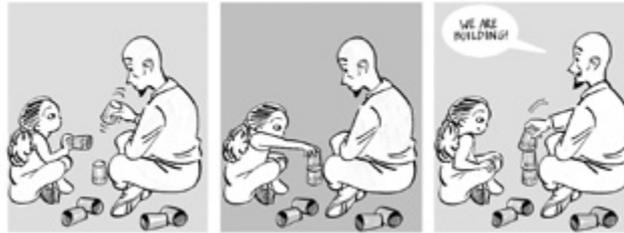
Facilitation notes

Note on toilet training

- Toilet training is not a target routine that we can focus on within this course.
 - Toilet training requires more individual resources and time than this course can provide to families.
 - Families who want to focus on toilet training can contact their master trainer for more information and resources.
-

Introduction to Session 3

Facilitator reads and explains the pictures, and participants follow in their guides (page 72).



What we will learn today:

- *Today we will focus on how to create play and home routines that you can do every day with your child.*
- *We will learn 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 (10 minutes)

- Facilitator reads and explains the pictures, and participants follow in their guides (page 73).

Shalini's story shows us how to use play and everyday home routines to create opportunities for shared engagement. Listen for objects and actions in the play and home activities. We will talk more about this later.

Illustration

Facilitator reads



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.

Discussion: Understanding routines

? ASK:

What activities did you notice Viran and his mother trying?



Possible answers

- Stacking blocks.
- Washing dishes.
- Unpacking groceries.

ASK: *What did you notice about Viran's mother's actions during the routine? How does she participate?*

Possible answers

- She waits – she looks and listens to Viran first.
- She gives Viran a chance to show her what he is interested in.
- With familiar routines, she lets Viran go first and then imitates his appropriate actions:
 - We will talk about **imitation** strategy more during this session.
- She comments on what they are doing together:
 - We will talk more about following his interests and **showing** him new words in our next two sessions on communication.

? ASK: *Viran's mother said she initially had difficulty trying to play with her son. Do you play with your child?*

Facilitation notes

- If caregivers tell you that it is difficult to play with their children, listen to their experience.
- The list below includes common reasons why children with developmental delays and disabilities may have difficulty playing.
- Remember that sometimes children with developmental difficulties may:
 - not know how to play with other people;
 - not know how to play with toys or other objects;
 - do things with the toys that are not very helpful for learning (e.g. staring at objects for a long time, lining them up, or spinning objects);
 - “get stuck” in their play and do the same thing over and over again for a very long time.
- Remind caregivers that 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. Remember:
 - children are more likely to share engagement and learn if an activity is fun and playful.

Explain

- *Play can be done during dedicated play time (e.g. by playing with your child with toys).*
- *Play can also be built into daily chores.*
- *Expensive toys are not needed. In the pictures we considered in the last session, of a grandmother playing with her grandson while he was having a bath, the grandmother incorporated play into the boy's bath routine. In the story of Shalini and Viran, Shalini turned household chores like washing the dishes and unpacking a bag into a playful home activity.*
- *The same object, such as a book, can be used in a simple routine (turn the pages) or a complex advanced pretend routine (pretending to be characters). You can change the routine as your child grows and develops.*



Key message 1: Build play and home activity routines to help your child learn and develop

- Facilitator reads and explains the pictures, and participants follow in their guides (page 77).

The first key message is: 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.**



Explain

- *You can create routines with your home activities (having a snack, washing hands, cleaning up etc.). You can also build routines with play and games. Both are important.*
- *Children need routines to learn and enjoy what they do every day.*
- *Some routines are simple and short (2–3 steps) such as:*
 - *stacking blocks, taking dishes from the table and putting them in the sink, filling a cup with water and then pouring it out, taking items out of a bag, putting items into a box, pouring food into a dish for a pet, using a cloth to wipe chairs, throwing a ball into a bucket and then retrieving it to throw it again.*
- *Some routines have a long series of steps such as:*
 - *taking clean clothes that have dried, folding them and putting them in a basket;*
 - *filling a jug with water and then using it to water plants;*
 - *scrubbing dishes, then rinsing them, drying them and putting them away;*
 - *saying “Ready, set, go!” and then letting a toy car roll down a ramp before retrieving it and starting again.*
- *The picture in the participant guide shows a routine:*
 - *The adult pours the drink powder into the water a little at a time and the child stirs.*
 - *Both the adult and the child have a role.*
 - *The routine is repeated until all the powder is mixed into the water.*

These activities are “routines”, because:

- *They have a set of clear small steps that make sense and make up a story.*
- *They can be restarted and repeated many times to help your child have fun and learn the steps.*
- *Both the child and the adult participate: you and your child are partners in the routine, with each person having an active role.*
- *Over time, you can add new steps to the routine.*
- *Remember:*
 - *Jumping from one activity to another is not a routine.*
 - *If you only ask questions, direct the child, or only watch, this is not an active role. We shall talk today about imitating and using show and say to add a new step. This is how you will be active in your routine.*

Building your home and play routines (30 minutes)

Facilitation notes

What is a routine?

1. A set of clear small steps that make sense and make up a story

- A small step is a teachable step that is part of the larger routine.
- Our goal is to link small steps together to make a story.
- The steps make sense together.

2. Small steps you can repeat and add to the next time you practise

- The routine can be done the same way the next time – all children learn through repetition.
- You can add new steps over time to make your routine longer and more complex.
- You can add new steps to help children stay flexible.

3. Something the adult and child do together

- You and your child are partners in this routine: you both have clear *active* roles.
- You take about 50% of the actions in the routine and your child takes about 50%.

What makes a routine?	Play routine example:	Home routine example:
	<i>Build boxes to make a house and put animals inside</i>	<i>Unpack groceries and put the bag away</i>
1. Clear small steps that make sense or tell a story	Step 1: build a house with boxes Step 2: put animals inside the box structure Step 3: take the animals out Step 3: crash the structure.	Step 1: bring the groceries inside the house Step 2: put the bag onto the kitchen floor Step 3: Take items out of the bag and put them on the table Step 4: Put the bag away.
2. Repeat and add more steps next time	<i>Repeat steps 1–3: start building again</i> <i>Add new steps (when appropriate)</i> Examples: – Change Step 1: Build something different (stack boxes to make a car, a castle etc.) – Add a step after Step 2 (feed the animals).	<i>Repeat steps 1–4: take another bag and unpack groceries</i> <i>Add new steps (when appropriate)</i> Examples: – Change step 2: Put the bags on a chair – Add step 5: Take the items from the table and put them in the pantry/cupboard
3. There are clear active roles for child and adult	Both child and adult take turns putting boxes on the building and putting animals inside.	Both child and adult carry a bag; each put a bag on the table; take turns taking items out of the bag.

Share ideas on home routines

Facilitation notes

- This activity will consist of group discussion to identify home routines that families can work on.
- The activity is designed to help:
 - families to think about goals; and
 - facilitators to help prepare families to reach target goals.
- Divide participants into two groups; each facilitator will work with one group.

Explain

- *In Shalini and Viran's story we saw Shalini using two simple home tasks to engage Viran, namely:*
 - *washing up the dishes;*
 - *unpacking groceries.*
- *These routines have steps. For example, for unpacking groceries, the steps are:*
 - *take one item out of the bag;*
 - *name it;*
 - *put it on the table.*
- *And for doing the washing up the steps are:*
 - *put one dish in the water;*
 - *scrub it;*
 - *rinse it,*
 - *put it in the drying tray.*
- *In both these routines, Shalini and Viran take turns. Viran takes an item out of the bag or puts a dish in the water, and then Shalini does too. They are both taking the same actions in the routine. We shall talk about how we do this a little later in this session.*



Explain

- *Shalini's goal is not to get Viran to do her home chores. Her goal is to help Viran share engagement in home activities and learn new skills. She uses chores she has to do anyway as opportunities to share engagement with her child and help him develop skills.*
 - *Sometimes we do not have time during the day to play with our children, but we can engage them in everyday home activities to help them connect with us.*
 - *In our next two sessions, we shall talk about our second goal – how to help Viran learn to communicate during the routine.*
 - *Remember that we are active partners in this routine; we are doing it together! The goal is to share engagement and teach communication skills and other skills. These could be:*
 - skills to understand what happens first and what happens next (e.g. when you teach the child that first you need to fill a jug with water, then water the plants, then return the jug to its place);*
 - skills to manipulate smaller objects with the hands and fingers (e.g. when you teach the child how to hang clothes with clothes pegs);*
 - skills to understand that similar objects go together (e.g. when you teach the child that all bowls are stacked together and all spoons are stored together).*

In these routines, we are not aiming to teach an independent skill (you are not expecting the child to wash all dishes properly, for instance), but to teach smaller skills that are helpful for learning bigger skills. Later in the

course we will talk about how we can teach your child new skills for everyday life that we would like the child to do independently (e.g. washing hands, getting dressed).

? ASK

Now let us talk about which home activities you can do with your child.

There are many types of home activities we can try. Some are easier, some are more complex.

What could you try?

Consider asking

How could you create a routine around:

- washing dishes?
- mealtimes?
- sorting groceries or clothes?
- watering plants/ gardening?
- cleaning up?

Facilitation notes

- Some may not have tried any home activity.
- Help brainstorm some home activity ideas that might be interesting to children.
- Use the chart below to help caregivers answer the questions.

Write: ideas on the wall chart and suggest ideas using the list in the participant guide on page 78 of the participant guide (“Ideas for home activities you can use to build routines”). *[Consider need for adaptation]*

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

[Add other locally appropriate examples]

My home routines

1. _____
2. _____
3. _____

Explain

As with play routines, we can start with home routines that have few steps, repeat them many times by practising every day. Then we add more steps as your child becomes familiar with the routine.

After everyone has spoken, the facilitator explains:

*You can show your child **new steps in your home routines**. When choosing the next home routine, remember that:*

- Your goal is to help your child **share engagement** in home routines and teach them new skills.*
- In our examples, each step can be repeated several times. This creates a back and forth “exchange” in the routine between the child and the adult.*
- If a routine is too difficult for the child, you can remove some steps and keep it simple. **Remember that our goal, for now, is just to spend some time sharing engagement!** If the routine is so hard that the child can participate only for a few seconds, try a simpler routine in which the child can engage for longer periods of time.*

Facilitation notes

- Use the following guide to help participants identify ideas for building home routines.
 - Try to choose home routines that are similar to those your child likes or does already.
 - Each routine can be adapted to be suitable for the needs of each caregiver and child:
 - *more steps or fewer steps;*
 - *different steps (different actions or materials, based on the family's preferences and habits);*
 - *different communication models (based on the child's communication targets set in Home Visit 1).*
 - In Session 6 we will talk more about how to teach new skills, including skills for self-care.
-

Home routines	Ideas for building longer routines		
	2 steps	3-5 steps	6-9 steps
<i>Washing dishes</i>	<p>Step 1: Pick up a dish from the table (adult and child in turn)</p> <p>Step 2: Put the dish into a sink of soapy water (adult and child in turn).</p> <p>Example of communication: Adult names the action: "Take", "Put".</p>	<p>Add</p> <p>Step 3: Wash dishes (adult)</p> <p>Step 4: Put dishes on rack or towel (child)</p> <p>Step 5: Dry dishes (adult).</p> <p>Example of communication: Adult and child name the item and action, e.g. "Spoon washed!", "Dish dried!".</p>	<p>Add</p> <p>Step 6: Take the dishes to the counter (adult)</p> <p>Step 7: Put the cups away (adult and child in turn)</p> <p>Step 8: Put the dishes away (adult and child in turn).</p> <p>Example of communication: Adult points to the cups and the dishes and asks: "Put cups away or put dishes away?" Child points to choice and names it ("Cups"); the adult and child name items and actions in turn "Cups away", "Dishes away".</p>
<i>Mealtimes</i>	<p>Step 1: Pour water into cups (adult)</p> <p>Step 2: Put cups on table (child).</p> <p>Example of communication: The adult and child say what they are doing: e.g. "Cup full!", "Cup on table!"</p>	<p>Step 1: Fill the water jug/ bottle (adult)</p> <p>Step 2: Get the cups and give to child (adult).</p> <p>Step 3: Pour water into cups (adult)</p> <p>Step 4: Put cups on the table (child)</p> <p>Step 5: Put dishes on the table (child).</p> <p>Example of communication: As the water is nearing the top, the adult says "1, 2, 3" and then they both say "All done!". Adult and child name action and items: e.g. "Mommy's cup!", "Cup on the table", "Dishes on the table".</p>	<p>Add:</p> <p>Step 6: Find utensils (adult)</p> <p>Step 7: Put forks on the table at father's, mother's and child's places (adult and child in turn).</p> <p>Example of communication: The adult takes three forks out of the drawer and says "One!", "Two!", "Three!". The adult takes a fork and says, "Daddy's fork!" and puts it at the father's place, then hands one fork to the child. The child puts the fork at the mother's place and says "Mom". Adult says: "Mommy's fork". [same model repeated with child's fork and child's name].</p>

Home routines	Ideas for building longer routines		
	2 steps	3-5 steps	6-9 steps
<i>Snack time</i>	<p>Step 1: Take the bread (child) Step 2: Put the jam on a piece of bread (adult).</p> <p>Example of communication Adult and child name items “Bread”, “Jam”.</p>	<p>Step 1: Take the paper towel and put it on the table (child) Step 2: Take a piece of bread (child) Step 3: Put the jam on the piece of bread and spread (adult) Step 4: Put another piece of bread on top (child).</p> <p>Example of communication Adult and child name action and items “Towel on the table”, “Jam on the bread”.</p>	<p>Add Step 6: Take the juice bottle from the fridge (child) Step 7: Open the bottle and pour into the cup (adult) Step 8: Put the cup on the table (child).</p> <p>Example of communication Adult and child say “Juice on the table”, “Open fridge”.</p>
<i>Sorting groceries</i>	<p>Step 1: Take an item out of the bag (adult and child in turn) Step 2: Put the item on the table (adult and child in turn).</p> <p>Example of communication: On the adult’s turn, the adult shows (holds up) and names the items (“Apple”, “Bread”). On the child’s turn, the child holds up the item and the adult names it (“Rice”).</p>	<p>Add: Step 3: Adult hands the groceries to the child Step 4: Child puts them all in one box</p> <p>Example of communication: Adult and child name items “Rice”, “Banana”, “Bread”. The child takes each item and puts it in the box and says “In!”</p>	<p>Add: Step 5: sort the groceries: put fruits and vegetables in one box, rice and flour in another box (adult and child in turn) Step 6: put the boxes in the pantry (adult).</p> <p>Example of communication: Adult and child name each item. Adult points to two boxes and asks “Put in this box or in that box?” Adult then points to the box where it should go and says, e.g. “Rice in!”. The child puts the item into the box and says “Rice in!”</p>

<p><i>Watering plants/ gardening</i></p>	<p>Step 1: Pour water into a cup from a bucket (adult) Step 2: Pour cup of water on a plant (child).</p> <p>Example of communication: The adult and child name action "Pour".</p>	<p>Step 1: Fill up the watering bucket (adult) Step 2: Choose a plant to water (child) Step 3: Pour water onto the plant (child).</p> <p>Example of communication: When the bucket is full, adult and child say "Full!" and the adult stops pouring. When the adult and the child have chosen the plant, they say "This plant!" or "This big plant!". Adult and child name actions "Pour", "Fill up".</p>	<p>Step 1: Find the bucket/ watering cans (have two – 1 for the child, 1 for the adult) (adult and child) Step 2: Take the bucket to the water (child) Step 3: Fill up the watering can/bucket (adult) Step 4: Take the can to the plant (adult and child) Step 5: Help pour water onto the plant (child and adult in turn) Step 6: Go back to the water tap with the bucket (child and adult) Step 7: Refill the bucket (adult)</p> <p>Example of communication: Adult and child name actions "Fill up", "Pour water".</p>
<p><i>Cleaning up</i></p>	<p>Step 1: Put items in the bag (adult and child in turn) Step 2: Put the bag away (adult and child in turn).</p> <p>Example of communication: When they put an item in the bag, they say, "In!", "Doll", "Shirt", "Car".</p>	<p>Step 1: Set out a bag/bin for dirty clothes and a bag/bin for toys and books (adult) Step 2: Put clothes in the bag (adult and child in turn) Step 3: Put toys and books in the second bag/bin (adult and child in turn) Step 4: Take the dirty clothes to the laundry (adult).</p> <p>Example of communication: Adult points to the clothes and the toys and asks "Put clothes away or put toys away?" The child points to her/his choice and names it ("toys"). Adult and child name items "Doll", "Car", "Animal". Repeat for items of clothing.</p>	<p><i>Add steps based on regionally appropriate steps for laundry.</i></p>

<p><i>Bedtime</i></p>	<p>Step 1: Take the pyjama from the bed (child) Step 2: adult helps child to wear the top and helps to insert legs in the bottom (adult) Step 3: child pulls up the bottom (child)</p> <p>Example of communication Child says “Pyjama”, adult says “Put arm”, “Put leg”; child says “Up”.</p>	<p>Step 1: Take the pyjama from the bed (child) Step 2: Child inserts head into the hole (child) Step 3: Adult helps to insert right and left arm Step 4: Child pulls the shirt down (child) Step 5: Adult helps to insert legs in the bottom.</p> <p>Example of communication Adult and child name actions: “Put right arm”, “Pull down”.</p>	<p>Add Step 6: Choose a book from the shelf (child) Step 7: Look at and name the pictures in the book (adult and child in turn).</p> <p>Example of communication Adult comments on child’s action: “Take book”, “Animals’ book”. Adult and child point and name pictures: “Dog sleeps” (adult) or “Dog” (child).</p>
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Share ideas on play routines

Facilitation notes

- This activity will consist of group discussion to identify play routines that families can work on.
- The activity is designed to help:
 - families to think about goals; and
 - the facilitator to help prepare families to reach target goals.
- Divide participants into two groups. Each facilitator will work with one group.

Explain

With Shalini and Viran’s story we **saw two kinds of play**:

- *put-together play (Viran stacking blocks);*
- *advanced pretend play with dolls (Viran’s siblings).*

These play routines have steps. E.g. for stacking blocks the steps are:

- *putting one block on the floor/table;*
- *taking another block;*
- *stacking it on top of the first block;*
- *continue stacking until all the blocks are in the tower;*
- *playfully crash the tower;*
- *restart stacking.*

The play with dolls is more complex and has many more steps.

- *The doll wakes up and gets out of bed.*
- *Walk the doll to the pretend kitchen and sit in a chair at the table.*
- *A second doll (the mommy) brings over breakfast.*

- *The child and mommy eat together and talk.*
- *The child doll gets up from the table and gets her school bag.*
- *The child doll gets in the bus and goes to school.*

The same object – e.g. a book – can be used in a simple routine (turn the pages) or a complex advanced pretend routine (pretending to be characters). You can change the routine as your child grows and develops.

Try to choose play routines that are similar to what your child likes or does already. For example:

- *playing in the same way with new materials (banging a block with a stick, banging a cup with a stick, pushing a ball, pushing a toy car); or*
- *playing in a new way that is not too difficult with the same materials (taking things out of a box; putting things into a box).*
- *If the routine seems too easy, try to make it more complex.*
- *If the routine seems too difficult, try to make it easier.*

Use the following guide to help participants identify ideas for building play routines.

Invite participants to complete “Ideas for play activities you can use to build routines” in the participant guide (page 79). [Consider need for adaptation]

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 home routines

1. _____
2. _____
3. _____

Remember: 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 target skill).

Try to choose play routines that are similar to what your child likes or does already.

Each routine can be adapted to be suitable for the needs of each caregiver and child, such as:

- more steps or fewer steps;
- different steps (different actions or materials, based on preferences and availability);
- different communication models (based on the child's communication targets set in Home Visit 1).

Play routines	Ideas for building longer routines		
	2 steps	3–5 steps	6–9 steps
<i>Cars and trucks</i>	<p>Step 1: Roll the car down a ramp (adult and child in turn)</p> <p>Step 2: Put the car at the top of the ramp, ready to be rolled down, repeat (adult and child in turn).</p> <p>Example of communication: Adult names actions and objects "Roll", "Car". Adult says "Ready, steady..." and child says "Go!".</p>	<p>Add</p> <p>Step 3: Make the car go under a bridge (adult and child in turn)</p> <p>Step 4: Park the car in the garage (adult and child in turn).</p> <p>Example of communication: Adult says "Car goes under". Adult points and asks "Go under the bridge or go into the garage?" Child points to her/his choice and names it ("Bridge" or "Garage").</p>	<p>Add:</p> <p>Step 5: Refuel the car (adult and child in turn)</p> <p>Step 6: Go up a mountain (adult and child in turn)</p> <p>Step 7: Repair a wheel (adult and child in turn)</p> <p>Step 8: (add your ideas).</p> <p>Example of communication: Adult says "Oh no, the tyre is punctured" or "Oh no, gasoline is missing." Adult says, laughing, "The tyre is punctured, let's go to the gas station!" Child says "No! Let's go to the tyre dealer."</p>

Play routines	Ideas for building longer routines		
	2 steps	3–5 steps	6–9 steps
<i>Blocks</i>	<p>Step 1: Put one block on top of the other (adult and child in turn) Step 2: Repeat.</p> <p>Example of communication: Adult and child names actions and objects in turn: “Put on”, “Block on”.</p>	<p>Add: Step 3: Knock down tower (child) Step 4: Put blocks next to one another (adult and child in turn) Step 5: Pretend this is a train and make it move (child).</p> <p>Example of communication: Adult says “Three, two, one...” and child says “Down!” Adult asks: “Make train or a truck with the blocks?” Child says “Train!”</p>	<p>Add: Step 6: Add a driver to the train (small character) (child) Step 7: Build a bridge with blocks for the train to go under (adult and child in turn) Step 8: (add your ideas).</p> <p>Example of communication: Adult shows two characters and says “Who do we put on the train?” Child points to her/his choice and says “This driver” Adult says “The train goes under bridge” and child repeats “Train under bridge”.</p>
<i>Pretend cake with playdough / clay</i>	<p>Step 1: Make the cake, flatten the playdough (adult and child in turn) Step 2: Make slices of cake: cut the cake into pieces with a toy knife/stick, or break it with your hands (adult and child in turn).</p> <p>Example of communication: Adult and child name actions and objects in turn: “Cut”, “One slice”, “Two slices”.</p>	<p>Add: Step 3: Put the cake in a pretend oven (any container) (adult and child in turn) Step 4: Take cake from oven and put pieces on plates (toy plates or pieces of cardboard) (adult and child in turn) Step 5: Pretend to eat the cake (adult and child in turn).</p> <p>Example of communication: Adult says touching oven “Oh hot”. Adult says “mmm this cake is very good” and child repeats “It’s very good!”</p>	<p>Add: Step 6: Feed the cake to puppets/ dolls (child) Step 7: Give them a drink (toy cup or any small container) (child).</p> <p>Example of communication: Adult asks “Who shall we feed?” Child points to her/his choice and says “Doll”.</p>

Facilitation notes

- If caregivers tell you that it is difficult to engage their children in play or home activities, listen to their experiences.
- Refer to the table on troubleshooting tips (above) for common reasons why children with developmental delays and disabilities may find it difficult to play and join in activities.
- **Sometimes children with developmental difficulties may:**
 - not know what to do;
 - need more time to learn what to do in home routines;
 - do things that are not very helpful for learning (e.g. staring at objects for a long time, lining them up, or spinning objects);
 - “get stuck” in the activity and do the same thing over and over again for a very long time.

Facilitation notes

Use the following guide for troubleshooting tips

Problem	Troubleshooting
Caregiver cannot report anything the child does/likes.	<p>Think about the following and offer the information to the caregiver:</p> <ul style="list-style-type: none"> ▪ Were there any materials that the child liked? ▪ What did the home visit tell you about the child’s level of play (both when playing with you and with the caregiver)? ▪ During the home visit, did the caregiver and child play a game, sing a song or connect in another way that you could help shape into a routine? ▪ “I remember from the home visit that... <ul style="list-style-type: none"> – your child likes [name objects/toys]; – your child likes [name song, another people game] that you did with her/him”; – “From what I have seen in the home visit, I think you could try...” ▪ Suggest one or two objects/people games that are similar to what you have observed (e.g. the same action but with different materials, or a new action of the same complexity using the same materials).
Child has no interest in objects (reported by caregiver or seen at home visit)	<ul style="list-style-type: none"> ▪ Sometimes children do not like objects. You could try people games first.

<p>Caregiver reports it is too difficult to play</p>	<ul style="list-style-type: none"> ▪ It is OK to feel like this. Today we will talk about some tips to help you start a simple game with your child. ▪ If your child has no interest in objects, you can try people games first. ▪ Remember that when we choose toys and games that are at our child's level, it can be easier for children to participate. ▪ If this is too difficult now, we can think of ways to engage with your child at mealtimes or in other very motivating activities.
<p>Caregivers report they do not want to play / they think play is not important</p>	<ul style="list-style-type: none"> ▪ There are other ways to engage with your child at mealtimes or in other very motivating activities. Perhaps you could start with these now. ▪ Remember that playing is an important skill for children. Through play they learn a lot of other skills too, such as communication. Today we will talk about some tips to help you start a simple game with your child.
<p>Caregiver reports the child wants to do the same things with toys every time and becomes upset if the caregiver tries to do something different</p>	<ul style="list-style-type: none"> ▪ Sometimes children with developmental difficulties can get "stuck" on objects and play in repetitive ways. ▪ Today we shall show you some ways to gently show your child new ways to play (<i>Show and say</i>). It will take time and practice for your child to accept new ways to play.
<p>Caregiver reports that he/she wants the child to play with other children</p>	<ul style="list-style-type: none"> ▪ This is an important goal for many families. In this programme, we will work on helping children learn new ways to play with toys and to play games with you. Once a child learns to do these activities with you, the next step will be to try these games with other children.

BREAK (15 minutes)

Demonstration “Playtime with Jamie”: helping children engage in play routines (20 minutes)

Facilitation notes

- One facilitator will be the caregiver and the other will be the child.
- Please change the gender and type of caregiver to suit the characteristics of the facilitator playing that role – e.g. parent, mother, father, grandfather or grandmother.
- It is important to act out these roles so you can show visual examples.
- This demonstration should be done slowly so that the participants have a chance to think about what is happening.
- The child and adult will need 12 stackable cups/blocks/containers, two other toys (book and ball are written into the demonstration) and a blanket, sheet or mat.

Explain

We are going to focus on tips to establish a play routine:

- *Set up the space: remove distractions and make a safe place to interact (review from sessions 1 and 2).*
- *Look and listen: notice what your child is motivated by and interested in and follow the child's choice (review from sessions 1 and 2).*
- *Join in the routine: take your turn by imitating what your child is doing.*
- *Show and say: give your child a new step for your routine.*
- *Restart your routine to help your child spend more time sharing engagement.*

Adult explains to participants:

I am going to play the part of the adult and the other facilitator will play the part of my child, Jamie.

We are going to demonstrate how to play with a child to connect, share the play activity and help the child to learn.

Jamie is an active child who likes to move around a lot. He knows some words and he uses one word at a time.

Child:

Explore the room, walk around everywhere, look at things, touch things, pick up and put down any objects that are lying around. Do this until the adult comes to get you.

Adult explains to participants:

First I need to set up the space. I will:

- *choose a small space to play where I can get in front of my child;*
- *clear away clutter and distractions;*
- *gather my materials;*
- *put the materials between us.*

Bring over 2 or 3 things to play with at the child's level, including a stack of cups. My child is at the “put-together” level of play. I will set up 2 or 3 clear choices of put-together materials: e.g. ring stacker, blocks, stacking cups.

I can use a blanket or mat to play on if I have one. If my child needs more structure to stay seated, I can try to use a table and chair.

Now I am going to get Jamie.

- Adult:** Go to Jamie, get his attention and say "*Jamie, it is playtime!*" and point to the blanket.
- Child:** Go quickly to the blanket. Start looking at the things to play with.
- Adult:** Go to the blanket and sit partially facing the child, partially facing the participants.
- Child:** Pick up a cup from the top of the stack and look at it.
- Adult:** Speak to the child in an enthusiastic tone:
"Cup!"
- Child:** Look at the cup for a few seconds and then put it down.
- Child:** Take a cup off the top of the stack.
- Adult responds:** **"Take off!"** IMITATE: take a cup off the stack.
- Child:** Take another cup off the stack.
Look at the adult.
- Adult responds:** IMITATE: Take a cup off the stack and say **"Take off!"**
- Child:** Take another cup off the stack.
Look at the adult.
- Adult responds** IMITATE: Take a cup off the stack and say **"Take off!"**
- Child:** Look at the cups. Look at the adult. Look at the cups.
- Adult:** Look at the child
Pause: Count 1–2 seconds in your head.
- Adult:** In an enthusiastic voice, say to the child:
Take two cups and stack them together and say **"stack!"**
Hand the next cup to the child.
- Child:** Put the cup on the stack and look at the adult.
- Adult responds:** IMITATE: Put another cup on the stack and say **"stack!"**
Hand the next cup to the child.
- Child:** Puts the cup on the stack and look at the adult.
- Adult responds:** IMITATE: Put another cup on the stack and say **"stack!"**
Put a cup in front of the child.
- Child:** Puts the cup on the stack and look at the adult.
- Adult:** **"We are building!"**
BOTH CONTINUE UNTIL ALL THE CUPS ARE STACKED
- Adult** Look at the child. **Pause: Count 1–2 seconds in your head.**
- Child** Looks toward cups and then starts to wiggle a bit, about to get up.
- Adult restarts Show and say:** **"Take off!"** and take a cup off the stack.
- Child:** Take a cup off the stack.
Sound excited, say **"Auf!"**
- Adult responds:** IMITATE: Take cup off the stack and say: **"Yay! Take off!"**

Explain

- Routines help to **make challenging activities more predictable** for children who may not understand what is coming next.
- All children learn through routines.
- Routines give you repeated opportunities to **practise communication skills and teach them new skills, including play skills.**

Discussion

? ASK: *In this demonstration, the child and adult made a play routine out of stacking cups. Which play level is this?*

Answer

- Put-together play

? ASK: *When did you notice the adult **imitate** the child?*

Answer

- When the child takes an appropriate action first (stacks a cup or takes one off)

? ASK: *When did you notice the adult use **show and say**?*

Possible answers

- After pausing to see if the child will take an action first, but the child did not act.
- When the adult sees signs that the child is becoming unengaged (starting to wiggle or look around).
- Before the child becomes unengaged.
- To restart the routine.

? ASK: *This routine may become boring for this child if we do exactly the same thing every day. He may become unengaged. What else could you do with the cups to keep the routine going?*

Possible answers

- Use **show and say**: show the child a new way to play with the cups.
- Examples of other actions:
 - Nest the cups (put them inside each other).
 - Add other types of cups, boxes, containers etc. – other materials that you could add to your tower.
 - Make something different when you build. In this example they stack the cups on top of each other (making a tower). What other ways could you put the cups together?
 - Use the cup in a new routine (e.g. for getting a drink of water).



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 80).

- 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.



- 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).
- 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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 82).

- **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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 83).

- **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!

Explain

- *The picture in the participant guide shows the mother restarting the routine: all of the stones are out of the box and she quickly restarts the routine by putting a stone in the box.*

Plan for home practice and practice in pairs: play and home routines (25 minutes)

Explain the home practice

- Facilitator reads, and participants follow in their guides (page 84).

Each participant will select two everyday activities – one home activity and one play activity – to practise until next session.

- *Choose activities that will be motivating for the child and that occur on most days.*
- *Try to share engagement with your child by making the activities into routines:*
 - *Break them down into steps that make up the story.*
 - *Both adult and child have an active role.*
 - *Restart and repeat.*
- *Plan to spend a minimum of 5 minutes with your child with each practice activity.*
- *Try to practise the activities every day.*
- *Remember to practise the tips from this session:*
 - *Join in the routine – Take your turn by imitating what your child is doing;*
 - *Show and say – Give your child a new step for your routine;*
 - *Restart your routine to help your child to spend more time sharing engagement.*

Preparing the home practice

- *Remember from Session 1 that the home practice will be easier for you and your child if you **choose the right time** to do the activity – i.e. when the child is calm and cool rather than showing warm or yellow behaviour.*

During the home practice

- *Remember from Session 1: make the activity more fun or enjoyable and offer praise to keep child cool and calm or to bring her/him back to being cool and calm;*
- *if you see that your child is beginning to show yellow signs, **give your child a break.***

Tell participants: e.g. “Let’s finish this part and then we shall take a break.” Ideas for a break include:

- *eat a cold or crunchy snack;*
- *tickles or a song;*
- *squeezes, hugs, rubs;*
- *lullaby/calm song;*
- *quiet activity that your child likes (e.g. a book or story);*
- *deep breaths;*
- *deep pressure [squeezing the child’s shoulders, arms and legs];*
- *time alone (no demands – a true break).*

→ Look & Listen

- *Pay special attention to your child’s behaviour.*
 - *How is your child responding?*
 - *What do you think this interaction is like for your child?*
 - *What is it like for you?*
- *Now that we have some time to prepare for the home practice together, we will do a role-play **together** to prepare.*

Discussion

? ASK: *Are there any questions?* Encourage participants to respond to each other.

? ASK: *What challenges do you think you may experience trying these strategies with your children instead of with another adult?*



Possible answers

- | |
|--|
| <ul style="list-style-type: none">▪ Children who are very object-focused and who get stuck or become repetitive.▪ Children who are not engaged and not interested in objects. |
|--|

Facilitation notes: Activity instructions

- Explain the practice in pairs, as described below.
- Divide participants into two groups, each led by one of the facilitators.
- Each caregiver will discuss and plan their home practice and then role-play it with the facilitator acting as their child. See “Explain Activity” below – this describes what each caregiver should discuss and plan.
- Facilitators will go around to each caregiver so that they can practice. Each participant will act as the adult and the facilitator will act as their child.
- Participants should role-play with the facilitator and should demonstrate:
 - a play or home activity routine they will do with their child;
 - how to join in the routine (Take your turn by imitating what your child is doing);
 - what they could *show and say* (Give the child a new step for your routine);
 - how they plan to restart the routine to help their child spend more time sharing engagement.
- Facilitators should move between the pairs, allowing each person to practice and giving constructive feedback where appropriate.
- **It is very important that each participant has a chance to take part in role-play.** Time the activity so that each caregiver can join the role-play. If you are pressed with time, you may ask caregivers to role-play specific strategies (e.g. how to look and listen, or how to praise). Aim to have each caregiver role-play all strategies.
- If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role-play in pairs with each other, and with another caregiver if they are comfortable doing so.
- Facilitators should support the discussion and answer questions.
- Remind caregivers to be respectful of others and to provide encouragement to one another.

Explain all instructions before the practice.

Explain the practice in pairs

- *This is to practise this session's skills and strategies and prepare for the home practice.*
- *Everyone will demonstrate and discuss how they will use the tips from this session at home with their child.*
- *Remember, fun activities are more successful.*
- *We will divide into two groups: one group will go with one facilitator and the other group will go with the other facilitator.*
- *Remember our group rules during this activity:*
 - *After everybody has practised, help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;*
 - *Respect each other's privacy.*
- *Each person should find a partner in their group.*

Each pair will discuss and plan:

- *A home routine and play routine (e.g. play, hand-washing, snack etc.) that you will use for the home practice.*
- *Which materials you will use.*
- *Your child's play level (how she/he plays now); find the right level in your participants' guide from Session 2.*
- *How you can join in the routine? Take your turn by imitating what your child is doing.*
 - *Remember to imitate your child's appropriate actions. 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 (e.g. lining up objects, looking at objects very closely).*
- *A new step in the routine that you could teach your child using show and say.*
- *How you will restart the routine to help your child spend more time sharing engagement.*

Facilitators will come around and practice with you.

- *After the practice, we will think about how you can do something for yourself too. You will be asked to share:*
 - *What is something you can do for your own well-being this week? It can be something that makes you feel more relaxed or rested.*

Do not forget

- *Plan how to arrange the space*
 - *Where will you do your activity?*
 - *Are there objects (clutter) or distractions you will need to remove?*
 - *Can you provide 2 or 3 items to start an activity (different activities, or different materials for the same activity, e.g. three different games).*
- **Look and listen** *for your child's interests and choices.*
- *Watch for skills and appropriate behaviour that you can praise.*
- *Keep the activity fun, positive, and full of praise!*
- *Play at the right level for your child.*



People games



Simple play



**Put-together
play**



**Early pretend
play**



**Advanced
pretend play**

Explain (Closing remarks)

- *In the next session we will discuss the home practice activities.*
- *It is OK if they did not go well.*
- *These activities may be difficult at first, but children will make the most progress when caregivers practise the activities regularly.*

Review the session and plan for the next session (10 minutes)

Review of key messages and TIPS



Key messages

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



Tips

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

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

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

Group discussion: Skill review (5 minutes)

ASK

- Which strategy did people find most meaningful for their family?
- Other thoughts? Other questions? Encourage participants to respond to each another.



Planning for the next session

Explain

- In the next session you can:
 - share what it was like for you and your child;
 - talk about any difficulties you had;
 - share things you learned or noticed.
- Do not worry if you have difficulty with the home practice.
- We can help you in the next session by offering support and guidance.
- In Session 4 we will be learning about communication and how to help children communicate using gestures and words. [Give date, time and place of session].
- If you cannot attend, you are welcome to return for Session 5
 - Come early to review what you 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.

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for children to play and engage in home and play activities.

Additional tips for caregivers of children with other health conditions:

- For children who are easily distressed or frustrated, caregivers should pay attention to how the child is feeling before trying to engage the child in an activity. Some children engage better at certain times of day. Avoid trying to engage a tired, cranky or hungry child.
 - For children who have difficulty using their hands, choose toys that are easier to grab and hold on to. Use toys made of cloth or rope.
 - For children who have difficulty with vision, aim to do shared activities in a well-lit area – such as outside – or add lamps inside to make it easier for the child to see.
 - For children who have difficulty with vision or eye movements, caregivers can help them engage by gently using the child's hands to explore items.
 - For children who have difficulty with movement, keep items in play routines contained. Roll a ball inside a hoop or a box lid on the floor. Play with toys in a cardboard box or on a tray with raised edges.
 - Positioning is important to help a child engage in an activity. Work with caregivers to find comfortable ways for the child to sit. A child could sit in a corner against a cushion with two walls for support or sit supported in the lap of one adult while a second adult engages with the child.
-

4

Session 4: Understanding communication



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Session 4: Understanding communication

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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 4 – one for each participant.
- Participant feedback forms.
- Flipchart paper, chalkboard, or whiteboard (with appropriate writing tools). [*Consider need for adaptation*]
- Clock or timer to keep track of time during the session.
- Materials for the demonstration: 2 plastic cups, 1 bowl, 1 spoon.
- Materials for the practice in pairs: wash cloths, clothing, bowls and spoons, toys, books etc.
- Goal-setting worksheets from Home Visit 1 for each family; notes from supervision sessions.

Learning objectives

1. Identify the ways that children communicate with and without using words.
2. Know how to look, listen and respond to children's interests and all communication.
3. Know how to look and listen to children's behaviour to understand the message the child is trying to communicate.
4. Understand a child's target communication skill and be able to provide an example.
5. Know how to respond to children's communication with a gesture and words at the child's language level even if the child uses unclear or odd communication.
6. Know how to wait to give children time to respond and room to initiate communication.

Key messages

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

Skills and strategies (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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice. Introduce Session 4
20 minutes	Lalitha's story part 1: introduction to communication
20 minutes	Helping children to communicate (20 minutes)
15 minutes	***BREAK***
10 minutes	Lalitha's story part 2
10 minutes	Demonstration: Breakfast with Mia part 1: talking to a child and responding to her communication
10 minutes	Demonstrate gestures
10 minutes	Demonstration: Breakfast with Mia part 2: talking to a child and waiting to give the child room to communicate
25 minutes	Plan for home practice and practice in pairs: notice and respond to your child's communication, talk about what your child is looking at and doing and wait to give your child room to communicate
10 minutes	Review the session and plan for the next session

Time = 65 minutes before the break and 75 minutes after the break

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *One hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: with each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 4 (20 minutes)

Review key messages and tips from the last session



Key messages

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



Tips

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

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

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

Review the home practice from the last session (participants' guide page 94)

? ASK: *What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity that you did.*

Facilitation notes

- Emphasize that we are not just looking for an example of the child's skills – it could also be an example of a time the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.

? ASK: *Which activities did you try since the last session?*

Facilitation notes

- Praise the group members for their efforts with home practice.
- Provide suggestions for related activities or ways to keep the routine going.

? ASK: *Did you notice improvement in child engagement?*

? ASK: *What behaviour did your child demonstrate?*

Facilitation notes

- See the troubleshooting appendix if caregivers report that their child is extremely object-focused or unengaged
 - In challenging experiences, welcome suggestions from the group. Prompt the group for their suggestions (e.g. what strategies from Session 3 could she/he try?)
 - After reviewing the home practice, have participants fill out the page called “Home practice review” on page 94 of the participants’ guide.
-

Introduction to Session 4

Facilitator reads and explains the picture, and participants follow in their guides (page 95).

- *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.*

? ASK: *Are there any questions?*



Lalitha's story part 1: introduction to communication (20 minutes)

Explain

- Children who have few or no words can use many other behaviours to communicate with us.
- This story is about Lalitha and her daughter Saanvi.
- Saanvi is 4 years old.
- She does not have words yet.
- As we talk about Saanvi, **look and listen** to how is Saanvi communicating with her mother.
- When you **look and listen**, you are using your ears and eyes to detect your child's behaviour.
- In this case, we are looking for behaviour to communicate.

Facilitator reads and explains the pictures, and participants follow in their guides (page 97).

Illustration	Facilitator reads	
	<p>It is 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.</p>	
	<p>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".</p>	
	<p>Lalitha sees Saanvi moving towards 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.</p>	
	<p>Then one day, Saanvi made a sound – "ugh" – when Lalitha was pouring water.</p>	



"She does not always say it, but I keep practising. I know that every time I show her this word, I am helping her to learn, even if she does not say anything."

Discuss the story

Saanvi uses beginning communication skills.

? ASK: *How does Saanvi communicate without words?*

Possible answers

- She has sounds.
- She cries to indicate that she wants something.
- She reaches to indicate she wants something.



Key message 1: Children communicate using words, behaviour without words, and challenging behaviour

- Facilitator reads and explains the pictures, and participants follow in their guides (page 100).

The first key message is: 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



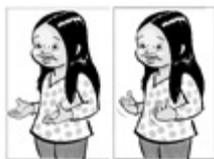
SOUNDS: Crying, yelling, whining, sounds that means “yes” or “no” etc.



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



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

Summary: Ways children communicate

Words	<ul style="list-style-type: none"> ▪ Clear words, unclear words or something that sounds similar to a word (“ca” for “cat”)
Odd words	<ul style="list-style-type: none"> ▪ Repetitive sounds, words, or phrases, echoed words, repetition of words and phrases heard from videos or books
Sounds	<ul style="list-style-type: none"> ▪ Crying, yelling, whining, sounds that means “yes” or “no” etc.
Body	<ul style="list-style-type: none"> ▪ Turning or moving towards something, taking someone’s hand and putting it on an object (to get help), pulling someone by the hand, turning or nodding the head, gesturing with the head
Hands	<ul style="list-style-type: none"> ▪ Pointing to something, showing or giving an object to someone, reaching, grabbing or pushing something away ▪ Using sign language
Eyes	<ul style="list-style-type: none"> ▪ Looking at someone, looking quickly at something and then at someone, staring at something
Face	<ul style="list-style-type: none"> ▪ Facial expressions, smiling, moving the eyebrows etc.
Challenging Behaviour	<ul style="list-style-type: none"> ▪ Screaming, throwing things, breaking things, falling to the floor, biting, scratching, hitting other people or themselves

? ASK: Can you identify the ways that Saanvi communicated in the story?

Possible answers

SOUNDS	BODY	HANDS	EYES	FACE	CHALLENGING BEHAVIOUR
---------------	-------------	--------------	-------------	-------------	------------------------------

It is important to remember that children often communicate in other ways, such as crying, whining or screaming.

- Look & Listen**
- Pay attention to the ways your child is trying to communicate.
 - Children can use words, behaviour without words, and challenging behaviour.



Key message 2: *Look and listen* to notice when your child is communicating

- Facilitator reads and explains the pictures, and participants follow in their guides (page 102).

The second key message is: *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.



Helping children to communicate (20 minutes)

Explain

- To “communicate” means sending some kind of message.
- Children send us messages in many ways with or without using words.
- Sometimes children use skills to communicate (e.g. using words or gestures to ask for help).
- Sometimes children use challenging behaviour to send the same message (e.g. crying and falling to the floor to tell you something is difficult and they need help).



? Group discussion: How does your child communicate now?

Facilitation notes

- The group will identify how the child communicates **now** and set a **target** communication skill for each child.
- Refer to the Goal-setting worksheet from Home Visit 1 for each family and revise as needed.
- Divide the group into two smaller groups, with one facilitator for each.
- On the board or on a large sheet of paper, draw three columns and write:
 - in column 1, your child's name;
 - in column 2, how your child communicates now;
 - in column 3, your child's next step (i.e. the target communication skill).

[Consider need for adaptation]

Guiding questions (to determine how the child communicates now)

? ASK

- How do you know when your child wants something? What does he/she do?
- How does your child
 - ask for something?
 - get your help?
 - get comfort or attention from you?
 - get a break or stop an activity?
- How does your child share her/his interests with you? What does she/he do?

Facilitation notes

- On the board or large sheet of paper, under the second heading “How your child communicates now”, write participants' examples of their children's communication.
[Consider need for adaptation]
- Help caregivers describe how their child communicates.
- Encourage caregivers to think about all ways of communication.
- Use the guiding questions and the Communication steps chart (below).
- Invite participants to complete “How my child communicates now” in the participants' guide (page 103) [Consider need for adaptation]

Group discussion: Your child's next step – Choose a target communication skill

Facilitation notes

- Based on how the child is communicating now, think about a target communication skill for the child.
- Refer to each child's *goal-setting sheet* to know the child's **current** communication level and the child's **target** communication level (next step).
- Use the *communication steps chart* (below) for suggestions.
- Write all ideas on a large piece of paper, chalkboard or whiteboard. [*Consider need for adaptation*].
- Caregivers can be encouraged to tick or mark the visuals in their guide that correspond to their child's **current** communication level and the **target** communication level.

Think about the routine you worked on during your home practice.

ASK

- *How did your child communicate and what are the next steps for the child to communicate?*
- *How can you help your child learn to communicate more skilfully?*

Facilitation notes

Write down the next step for each child, using the communication steps chart.

These are not firm rules! Your child might use different behaviours depending on the activity/routine, time of day, location etc. That is OK! Sometimes children communicate more when they are very comfortable with a familiar routine, with familiar people, or when there is something very motivating to talk about.

- Invite participants to complete "My child's *next step*" in the participants' guide (page 103) [*Consider need for adaptation*]

Communication steps chart

Current communication	Next steps
Eye gaze or body movements	Use any gesture to ask; make a sound
Grabs, reaches or pulls you by the hand	Point to ask; make a sound
Points to ask	Point or show to share interest; make a sound
Use any gesture to share interest	Other gestures to share interest; make a sound
Makes sounds	Try to make sounds more often; shape a sound into 1 word
1 word	Add more words; combine 2 words
2 words together	Add more words; combine 3 words
3 or more words together	Longer sentences

EXPLAIN: *The number of words you should use when you are responding to your child is shown in the Communication steps chart.*

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

- *Sometimes you use the same number of words as your child (Current communication) and sometimes you add one word (Next step).*
- *This way you show children words they understand and that they can say on their own.*

EXAMPLE: *If your child is using two words at a time (want apple, brown dog), then we want to show the child other examples of two-word combinations, and sometimes of three-word combinations.*

- *Use fewer long sentences when teaching*
- *Do not expect the child to be able to communicate in long sentences*

More examples

- *Child is quiet, uses sounds, or unclear words: use 1 word.*
- *Child is talking using 1 word: use 1–2 words.*
- *Child is talking using 2–word combination: use 2–3 words.*
- *Child is talking in phrases of 3–4-words: use short phrases.*
- *Child is talking in sentences: use sentences.*

Remember: *Always model gestures. They help your child to understand your communication better.*

Challenging behaviour

- *Challenging behaviour such as crying, whining, screaming or throwing communicate a message.*
- *Communicating with words and gestures is very difficult; it can be easier to send a message using challenging behaviour.*
- *When you understand the message your child is trying to communicate, you can teach your child words and gestures to send the same message.*

BREAK (15 minutes)

Lalitha's story part 2 (10 minutes)

Facilitator reads and explains the pictures, and participants follow in their guides (page 104).

Explain: Activity in pairs

- Find a partner.
- **Look & Listen** ▪ Together, look at each panel. ? What message is the child trying to send?
 - **Look and listen** to Saanvi. What message is she trying to send Lalitha with her behaviour?
 - **Look and listen** to Lalitha's communication. What is her message to Saanvi?
 - You will have 5 minutes to look at the panels and decide on the messages then we shall talk about them as a group.



Group discussion

- Facilitator will ask the questions below and guide participants to respond

? Facilitator asks: What message is Saanvi sending in the market?

Wait for participants to respond. Guide them to explain:

- **Saanvi** sees a banana and she wants it.
- She sends the message that she wants the item by reaching and making a sound.
- This behaviour gets her mother's attention and tells her she wants the item.
- **Lalitha** responds by pointing to the bananas and saying "Banana!".



? Facilitator asks: What message is Saanvi sending on the walk home?

Wait for participants to respond. Guide them to explain:

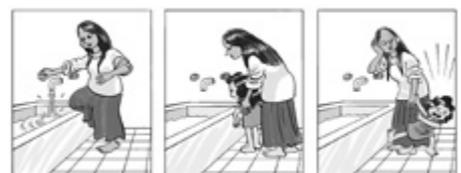
- **Saanvi** is interested in the flower she sees on the walk home from the market.
- She shares her excitement by looking from the flower to her mother.
- **Lalitha** responds by using **show and say** when she points to the flower and says "flower".



? Facilitator asks: What message is Saanvi sending at bath time?

Wait for participants to respond. Guide them to explain:

- **Saanvi** tries to tell her mother that she doesn't want to get in the bath with her challenging behaviour- crying and pulling away from the bath.



? **ASK:** Are there any questions? Encourage participants to respond to each other.



Key message 3: When you notice your child communicating, find out what message your child is trying to send you

- Facilitator reads and explains the pictures, and participants follow in their guides (page 105).

The third key message is: 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?



Demonstration of “Breakfast with Mia” part 1: talking to a child and responding to her communication (10 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration. “Playtime with Mabel” part 1: Talking to a child and responding to communication” in the annex shows how the tips for this session apply to a child with more advanced communication skills.
 - This alternative demonstration could be used instead of or in addition to the demonstration below “Breakfast with Mia” part 1” although more time will be needed to present both.
-

Explain

- *Mia's mother has picked mealtime as one of their shared activities.*
- *She is sitting in front of Mia and trying to engage Mia.*
- *This shared activity creates moments when Mia's mother can try to teach Mia new words and increase her communication skills.*
- *We will do a demonstration of a few key strategies to help children increase their communication skills.*

Look and listen to notice when your child is communicating

- *Watch Mia's mother carefully.*
 - *What strategies do you see?*

Tips

- Respond with words and gestures to all your child's communication, even when it is unclear.
- Use words and gestures that match your child's language level.

Demonstration activity

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
 - The child will sit at a table or on the ground facing the participants.
 - Put a cup on the table out of her reach.
 - The adult will stand beside the table or sit in front with a bowl and spoon.
 - The adult will be in front of the child (turned at least partially to face the child) and also facing the participants.
-

Adult explains to participants: *I am going to give cereal to her now.
This is a good opportunity to help her learn how to communicate more because she likes cereal so this is motivating for her.
First, I will get down to my child's level.
It is easier if I am in front of her.*

ACTION:
Get down on her level, put the bowl down in front of her and say in a friendly voice: "Time to eat!"
Smile at the child.

To participants:
*Notice that I am not asking her a question or demanding that she eat. I am simply commenting on the activity we are doing together. Now **Look and listen** for Mia's response.*

Child: Look at the bowl.

Adult: ACTION:
Respond with **show and say** by **giving a spoon of cereal and saying:** "Cereal".

Child: Eats.

Child: Reaches for the cup.

Adult: ACTION:
Shows Mia the cup and say in a friendly voice: "Cup!"

ACTION:
Give the cup to Mia. Smile at the child.

Child: Takes the cup and pretends to drink from it.

Adult: Show and say: point to the cup and say: "Cup!"

REVIEW QUESTIONS:

? ASK: *How does Mia communicate?*

Possible answers:

- Mia looks at the bowl.
- Mia reaches for the cup.

? ASK: *How does Mia's mother respond to her daughter's communication?*

Possible answers

- Saying a word and using a gesture (*Show and say*).
- Demonstrate the gestures: Point, Give, Show.

? ASK: *How does Mia's mother's response help her daughter learn new skills?*

Possible Answers

- She is showing Mia ways she can communicate.
- By showing Mia a gesture and saying a word, her mother is linking the symbol with the actual meaning.
- She is teaching Mia that she can use words and gestures to communicate about the cereal and the cup.
- Her response tells Mia that her message was heard.

? ASK: *Are there any questions?* Encourage participants to respond to each other.

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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 106).

- **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.**

Demonstrate gestures (10 minutes)

Demonstration activity

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- **Point:** choose a nearby item/object to point to that is out of reach.
- Turn towards the other facilitator and look at them, then point to the item/object while clearly saying the word (for example) “Cup!” and point to cup, then say “Chair” and point to chair.
- Have the other facilitator pretend to play with an object (e.g. a pen, book or toy).
- Point to what the other facilitator is playing with and say the word for that object.
- When asking participants about when they would use this gesture in day-to-day activities, emphasize the importance of using this gesture when responding to the child’s communication or when you notice that the child is interested in something.

? ASK: “When could you use this gesture (Point) with your child in day-to-day activities?”

Possible answers

- Any time your child is looking at or communicating about something that is out of reach, you can respond by pointing to what your child is looking at and saying the word.
- When your child is interested in something or playing with something, you can point to it and name it.
- When looking at pictures in a book, point and say what you’re pointing to.
- Anytime you see your child use another kind of gesture, you can point and say the word.

Facilitation note

- **Show** – Use an item in the room.
- Turn towards the other facilitator and hold up the item to show it while clearly saying the word such as “Sweater!” and show a sweater or “Book!” and show a book.

? ASK: “When could you use this gesture (Show) with your child in day-to-day activities?”

Possible answers

- Whenever your child seems interested in what you are doing, you can show and name an item you are using such as “Broom!” “Pot!” “Bag!” “Soap!”.
- When dressing your child, show each item and name it before helping your child put it on.

Facilitation note

- **Give** – Use an item in the room.
- Turn toward the other facilitator and hand the item to them while clearly saying the word e.g. “Pen!” and give a pen, or “Book!” and give a book.
- When asking participants about when they would use this gesture in day-to-day activities, emphasize the importance of using the gesture when responding to the child’s communication or when you notice that the child is interested in something.

? ASK: “When could you use this gesture (Give) with your child in day-to-day activities?”

Possible answers

- Any time your child shows that she/he wants something or communicates a request, name the item as you give it to your child.
- Whenever you give your child something – such as water, some food, a spoon, a cup, a toy – you can say the word as you give the item to your child. This is especially useful if the child is interested in the item.



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 107).

- **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 to understand your communication better.**

Demonstration: “Breakfast with Mia” part 2: talking to a child and waiting to give the child room to communicate (10 minutes)

Facilitation notes

- Facilitators may decide to present the alternative demonstration [“Playtime with Mabel” Parts 2 and 3: Talking to a child and responding to communication] in the annex that shows how the tips for this session apply to a child with more advanced communication skills.
 - This alternate demonstration could be done instead of or in addition to the demonstration below [“Breakfast with Mia” part 2: talking to a child and waiting to give the child room to communicate] although more time will be needed to present both.
-

Explain

- *This demonstration will show two new key strategies:*
 1. **Wait to give your child room to communicate, and**
 2. **Talk about what your child is looking at and doing.**
- *Watch Mia’s mother carefully. We will talk more about the strategies and practise these skills after the demonstration.*

Demonstration activity

Facilitation Notes

- One facilitator is the adult, another facilitator is the child
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - Please change the type of caregiver to suit the characteristics of the facilitator – e.g. change mother to parent, father, grandfather or grandmother.
 - Another skill that helps facilitate communication is to **pause** to give the child time to communicate.
-

Explain

- *Mia likes cereal, so if I pause and give her time she might ask for more.*
- *First, we want to help Mia to get into the routine. We want to build our connection and Mia’s engagement in the routine before we place demands on her.*
- *After I have fed her a few times, I will hold the spoon out of reach to create a learning moment where Mia can ask me for the food. She could look at the spoon, reach for or point to the spoon, or perhaps use a sound/word.*
- *We are not teasing her, we are waiting for a few moments to see if Mia will communicate.*

Adult Show and say: Takes a spoonful of cereal, gives it to Mia, and says “Cereal!”

Child: Mia eats.

REPEAT this for 3-4 turns

Adult waits: Take a spoonful of cereal and hold it in Mia’s sight but out of her reach. WAIT. Look and listen for Mia’s communication.

Child: Looks down; does not move.

Adult Show and say: “Cereal!” and **show** the spoonful of cereal to Mia but hold it out of reach.

Adult: WAIT

Child: Reach towards the spoon

Adult Show and say “Cereal!” and **give** Mia the spoon immediately

Adult Show and say: Pick up the bowl, **give** a spoonful of cereal to Mia and **say** “More cereal!”

Child Eat the cereal.

Adult waits Holds the spoon full of cereal, looks at the child, and waits for 2 seconds.

Child: Says “Moh” (approximation of more).

Adult Show and say: Give a spoonful of cereal to Mia and say, “More cereal!”

Child: Eat.

Look at the water cup.

Adult Show and say: “Do you want water” [**show** water cup], or “cereal” [**show** bowl]?

Child: Look towards the water cup.

Adult Show and say: “Water!” and **give** the cup to Mia.

Explain

- *I created a routine around our snack/mealtime activity.*
- *We started the routine by commenting on the cereal and helping Mia to get access to the cereal.*
- *Then I tried **waiting**. I kept the spoon in Mia’s sight so that she knew it was there but I kept it out of her reach to see if she would tell me she wanted more.*
- *While I waited, I was **looking and listening** for communication from Mia.*
- *We saw that Mia reached for the spoon to tell me she wanted more.*
- *When I see her communicate, I will immediately **respond by**:*
 - *using a word that is at her level (1 word);*
 - *using a communication gesture (in this case, I will **give** the food to Mia).*
- *We found something (cereal and water) that Mia was motivated to ask for.*
- *If a child does not want the item, she/he will probably not ask for it or try to share it with you.*
- *It is important to find routines that are motivating for your child.*
- *However, even if a child is not motivated during mealtime, the child still needs to eat.*
- ***If meals are not motivating you can still show and say, but do not require** your child to communicate to get the food.*
- *Do not keep food from the child if she/he does not communicate. Find another time of the day to work on communication.*

Short activity

- Brainstorm with the group different things that motivate their children.
- **ASK:** *Are there any questions?* Encourage participants to respond to each other.



Tip 3: Wait to give your child room to communicate

- Facilitator reads and explains the pictures, and participants follow in their guides (page 108).

- **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!’”

Explain

- *The image in the participants’ guide shows:*
 - a surprising event (the tower of blocks falling over);
 - then the mother waits to see if her child will share it with her;
 - while she waits, she is looking at her child and listening;
 - her daughter points to the blocks and looks at her;
 - the mother responds with a word – “crash!” – and a gesture toward the blocks.



Tip 4: Talk about what your child is looking at and doing

- Facilitator reads and explains the pictures, and participants follow in their guides (page 109).

- **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.



Plan for home practice and practice in pairs: notice and respond to your child's communication, talk about what your child is looking at and doing and wait to give your child room to communicate (25 minutes)

Explain the home practice

- Facilitator reads, and participants follow in their guides (page 110).
- *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 they could be something different. Choose activities that you do almost every day.*
- *When you do the activities, plan to spend 5 minutes focusing on your child's communication and trying to engage your child.*
- *Practice the strategies from this session:*
 1. *Look and listen to notice when your child is communicating.*
 2. *Respond with words and gestures to all your child's communication, even when it is unclear.*
 3. *Use words and gestures that match your child's language level.*
 4. *Wait to give your child room to communicate.*
 5. *Talk about what your child is looking at and doing.*
- *Remember to avoid asking questions or repeating the same word again and again to prompt your child to speak.*
- *Remember that you always want to try to keep the activity fun, positive and full of praise when you are helping your child learn.*
- *Do not worry if you have difficulty with the home practice. We will discuss it at the next session.*

Preparing the home practice

- *Remember from Session 1 that the home practice will be easier for you and your child if you **choose the right time** to do the activity (when the child is calm and cool).*

During the home practice

- *Remember from sessions 1–2:*

- **Look & Listen**
 - **make the activity more fun or enjoyable and offer praise** to keep the child cool and calm or to come back to being cool and calm;
 - **give your child a break** if you see that she/he is beginning to show yellow signs.

- *Pay special attention to your child's behaviour.*
- *How is your child communicating and responding?*
- *What do you think this interaction is like for your child?*
- *What is it like for you?*
- *Now we have some time to prepare for the home practice together.*
- *We will do a **role-play together** to prepare.*

Facilitation notes: Activity instructions

- Explain the practice in pairs, as described below.
 - Divide participants into two groups, each led by one of the facilitators.
 - Each caregiver will discuss and plan their home practice and then role-play it with the facilitator acting as their child. See “Explain activity” below which describes what each caregiver should discuss and plan.
 - Facilitators will go around to each caregiver so that they can practice. Each participant will act as the adult and the facilitator will act as their child.
 - For each participant, facilitators will ask:
 - how their child is communicating in the routine right now (what does it sound like or look like?);
 - the child’s target communication skill (word(s) plus a gesture).
 - Participants should role-play with the facilitator and demonstrate:
 - a play or home activity they will do with their child; and
 - how they will:
 - i. respond with words and gestures to their child's communication, even when it is unclear,
 - ii. use words and gestures that match their child’s language level,
 - iii. wait to give their child room to communicate,
 - iv. talk about what their child is looking at and doing.
 - Facilitators should move from one participant to the next, allowing each person to practise and giving constructive feedback where appropriate.
 - After demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role-play with each other.
 - **It is very important that each participant has a chance to do the role-play.** Time the activity so that each caregiver can join the role-play. If you are pressed with time, you may ask caregivers to role-play specific strategies (e.g. in turn, how to set-up the space, or how to offer choices). Aim to have each caregiver role-play all strategies.
 - If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role-play in pairs with each other, and with another caregiver if they are comfortable doing so.
 - Facilitators should support the discussion and answer questions.
 - Remind caregivers to be respectful of others and to provide encouragement to one another.
 - Explain all instructions before the practice.
-

Explain the practice in pairs

- *This is to practise this session’s skills and strategies and prepare for the home practice on how to Look, listen and respond to a child’s communication.*
- *Everyone will demonstrate and discuss how they will use the tips from this session at home with their child.*
- *Remember, fun activities are more successful!*
- *We will divide into two groups: one group will go with one facilitator and the other group will go with the other facilitator.*

- Remember our group rules during this activity:
 - after everybody has practised, help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;
 - respect each other's privacy.
- Each caregiver will discuss with the facilitator:
 - your home practice activity (e.g. play, hand-washing, snack etc.);
 - how your child is communicating in your routine right now (what does it sound like or look like?);
 - your child's **communication target skill (word or words plus a gesture)**;
 - what you might notice when you look and listen to your child;
 - which words and gestures you plan to use when responding to your child;
 - when you might use POINT, SHOW and GIVE in your day-to-day activities (it is important to use gestures when responding to your child's communication);
 - what you could comment on regarding what your child is looking at and doing;
 - how and when you will wait to give your child room to communicate;
 - how you will make it easier for yourself to remember.
- Facilitators will come round and practise with you.
- After the practice, we will think about how you can do something for yourself too. You will be asked to share:
 - something you can do for your own well-being this week (it can be something that makes you feel more relaxed or rested).

Group discussion

ASK

- What communication did you notice from the "child"?
- How did you respond with a word and gesture?
- Did you use POINT, SHOW or GIVE to respond to your child's communication?
- What was it like for you to try to notice and respond to your "child's" communication?
- How and when did you wait to give your "child" room to communicate?



Explain (Closing comments)

- At the next session we will discuss the home practice activities.
- It is OK if they did not go well.
- These activities may be difficult at first, but children will make the most progress when caregivers practise the activities regularly.
- Invite participants to fill out the "Personal Goals" section on page 96 of their guides before the next session.

Review the session and plan for the next session (10 minutes)

Review of key messages and tips



Key messages		
Children communicate using words, behaviour without words, and challenging behaviour.	<i>Look and listen</i> to notice when your child is communicating.	When you notice your child communicating, find out what message your child is trying to send you.



Tips			
Respond with words and gestures to all your child's communication, even when it is unclear.	Use words and gestures that match your child's language level.	Wait to give your child room to communicate.	Talk about what your child is looking at and doing.

Group discussion: Skill review (5 minutes)

ASK

- *What was the most meaningful strategy for your family?*
- *Other thoughts? Other questions?*

Encourage participants to respond to one another.

Encourage participants and/or family members who are unable to attend to complete the questions in order to check their learning (pages 111–112 in the participants' guide).



Planning for the next session

Reminder for next session

- *Session 5 is our next session [give date, time and place].*
- *If you cannot attend, you are welcome to return to Session 6*
 - *Come early to review what you missed.*
- *Please try to bring some of the materials you use during your home practice activity to the next session so you can use them to practise.*

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for children to play and engage in home and play activities.

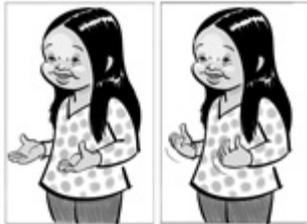
Additional tips for caregivers of children with other health conditions:

- Caregivers of children with other health conditions may need time to observe their children between this session and next session in order to notice the subtle ways their children communicate (e.g. with slight movements of the head, certain sounds etc.).
 - All caregivers can talk about what their child is looking at and doing regardless of the child's ability to communicate.
 - For children with unclear communication, encourage caregivers to repeat what the child said and add a gesture to help other people understand the child's communication.
 - Caregivers will need to set realistic goals for their children. Children with other health conditions may learn to communicate more slowly. Remind caregivers that all children can learn.
 - Children who are anxious or very shy may need more time to respond and room to initiate communication. Caregivers should be patient and understand that it will be easier for the child to respond in some situations than in others.
-

Hand signs can be used to communicate

- Hand signs are especially important for children who are deaf or hard of hearing.
- Remember to **say the word** and do the sign at the same time.
- Hand signs can be used to help all children to communicate.

[Consider need for adaption]



Want

Reach and pull towards you with your palms facing up.



Toilet

Put your thumb between your first and second fingers (looks like a "t") and wiggle or shake your hand around.



Eat/Food

Bring one hand towards your mouth as if you are going to eat a piece of food.



Sleep

Put your open hand in front of your face and then move your hand toward your chin while closing both your hand and your eyes.



All done

Show your open hands in front of you, front and back, as if to show they are empty.



More

Close your hands by touching your thumbs to your fingers. Bring your hands together and tap your fingers and thumbs together in front of you.

Session 4: Annex – Optional demonstrations

INSTRUCTION

Use these demonstrations in addition to or in place of the demonstrations within Session 4.

Demonstration “Playtime with Mabel” part 1: talking to a child and responding to communication

Facilitation notes

- One facilitator is the adult, another facilitator is the child
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- Perform all demonstrations slowly to allow time for participants to understand.
- Use the questions to guide participants through each step.
- The facilitator playing the child should identify a few lines of a common children's song/story to use in part 1 of the demonstration.

Explain

Mabel's mother has chosen play as one of her routines.

Mabel is an advanced communicator.

She is talking in sentences, but she has a very difficult time talking and playing at the same time.

- *Mabel can play at the early pretend level. When Mabel's mother brings toys out, Mabel will tell her mother what to do but she does not do the actions herself.*

Mabel's mother wants her daughter to be able to play with others and talk about what she is doing like other children do. This demonstration shows a few key strategies to help children increase their communication skills.

- **Look & Listen** ▪ **Look and listen to notice when your child is communicating.**

📌 Tips

- **Look & Listen** ▪ **Respond with words and gestures to all of your child's communication, even when it is unclear.**
- **Use words and gestures that match your child's language level.**

Demonstration

Mabel and I are at home after school. Watch Mabel's mother carefully. Pay attention to what strategies you see.

Adult explains to participants:	<i>I am going to try to engage Mabel in a play routine with dolls. This is a good opportunity to help her learn how to communicate more. She likes dolls so this is motivating for her. First, I will get down to my child's level and in front of her.</i>
Adult:	<i>Get down on her level, bring over the play materials and say in a friendly voice: Say: "Mabel, I have our dolls!"</i>
Adult:	To participants: <i>Notice that I am not asking her a question or demanding that she play. I am simply commenting on the activity we are doing together. Now look and listen for Mabel's response.</i>
Child:	<i>"The dolls have soft hair" and [starts to sing a common song or theme song of a television show that features a doll].</i>
Adult:	To participants: <i>"Sometimes Mabel uses words and songs she has heard at other times in odd ways. I can give her words to talk about what we are doing together."</i>
Adult:	<i>Responds with show and say by pointing to the dolls and comments: "My doll needs her hair brushed."</i>
	WAIT
Child:	<i>"They need their hair washed!"</i>
Adult:	<i>"Good idea, let's wash their hair!" Hand one doll to Mabel. WAIT before taking the action.</i>
Child:	<i>Begins to pretend to wash the doll's hair.</i>
Adult:	To participants: <i>"I waited for Mabel to start to pretend to wash the doll's hair. Remember from our last session that we want the child to go first whenever we can; then we will imitate the child's action."</i>
Adult:	<i>IMITATE – Pretend to wash the doll's hair. "My doll is named Laina. I am washing her hair with soap." Give pretend soap to Mabel.</i>
Child:	<i>Take the soap. "I am using soap too!"</i>
Adult:	Show and say – Show the doll to Mabel and say, <i>"Wow, Laina's hair is full of soap!"</i>

Discussion

? ASK: *How did Mabel's mother respond to her daughter's communication?*

Possible answers

- Saying words at Mabel's level (sentence) and using a gesture (**show and say**).
- Demonstrate the gestures: Point, Give, Show.
- Highlight that we are continuing to *show* Mabel gestures (point, give, show) even though Mabel has spoken words.
- Many children who show some delays in communication may not have developed gestures that they can use in combination with their spoken words.
- If the child is not using gestures, we will continue to combine gestures with our spoken words.

? ASK: *How does Mabel's mother's response help her daughter to learn new skills?*

Possible answers

- She is showing Mabel ways she can communicate.
- By showing Mabel a gesture and saying a word, her mother is linking the symbol with the actual meaning.
- She is teaching Mabel that she can use words and gestures to communicate about the dolls while she is playing.
- Her response tells Mabel that her message was heard.
- Her response rewards Mabel for trying to communicate.

Demonstration "Playtime with Mabel" Parts 2 and 3: Talking to a child and responding to communication

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- Perform all demonstrations slowly to allow time for participants to understand.

Explain

Now we are going to focus on how we can facilitate more communication from Mabel.

In this demonstration we are going to show you two other key strategies:

Tips:

- **Wait to give your child room to communicate.**
- **Talk about what your child is looking at and doing.**
- Watch Mabel's mother carefully.
- We are going to see another way to facilitate the child's communication.
 - We are going to pause quietly.
 - We are going to give Mabel time to communicate. Even though Mabel has many words and can speak in sentences, sometimes it takes her more time to speak when she is also playing at the same time.
- First, we want to help Mabel get into the routine.
- We want to help Mabel share engagement in the routine.
 - When Mabel is sharing engagement, she is more likely to talk.
- In the last part of our demonstration, we were washing the dolls' hair:

Adult Show and say: "OK, my doll's hair is all clean!" Show the doll to Mabel.

Child: "My doll's hair is dirty."

Adult responds: "Let us wash her hair together." Help pretend to wash Mabel's doll's hair. Repeat this for 3–4 turns.

Adult: WAITS. Pause washing and wait to see if Mabel notices.

Adult: **To participants:**

We will wait a couple of seconds. While we wait, we will look and listen for Mabel's communication. We are waiting to see if Mabel will communicate so that we can respond to her.

Child: Looks down; does not move.

Adult: **To participants:**

I have waited 3 seconds but she has not responded. I am not teasing her, I am waiting to give her an opportunity to communicate. Now I will "show and say" to demonstrate how she can talk about the next step of our routine.

Adult Show and say: "My doll's hair is all wet. I need to dry it off." Bring the tissues next to you and Mabel.

Adult: **WAIT**

Adult: **To participants:**

I am waiting to see if Mabel will try this new step and if she will talk about it with me.

Child: **Reach** towards the tissue and say:

"My doll has a new dress!" Wrap the doll in the tissue and **show** the doll wrapped in the tissue to the adult.

Adult responds: IMITATE – Wrap your doll in the tissue and say:

"Wow, I have a new dress too! Mine has flowers on it" and **show** Mabel your doll.

Discussion

- Wait for participants to respond. If they have trouble answering, the child can demonstrate again.

? ASK: *What did you notice?*

Wait for participants to respond. Guide them to explain:

- Mabel did not imitate the adult's idea to dry the doll's hair.
- Mabel initiated a new idea and used words to tell her mother that her doll had a new dress.
- When we **wait**, Mabel has more time to come up with her own idea and tell us about it.

? ASK: *Why did Mabel's mother imitate the making a dress for a doll?*

Wait for participants to respond. Guide them to explain:

- We follow the child's appropriate play ideas whenever possible.
- Mabel used language to tell her mother about the dress and used a gesture (*show to share*) to share it with her. We want to **respond to and talk about Mabel's ideas**.

Explain

- *I **created a routine** around our playtime with the dolls.*
- *We started the routine by commenting on washing the doll's hair and we did this together.*
- *Then I tried **waiting** – I was quiet and I waited for Mabel to talk first.*
- *When I waited, Mabel had more time to think about what she wanted to do next with the dolls, what she wanted to say and to tell me those thoughts.*
- *When I see her communicate, I will immediately **respond by**:*
 - *using words that are at her level of language (sentence);*
 - *using a communication gesture (in this case, I **showed** the doll to share it with Mabel).*

? ASK: *Does anyone have any questions?* Encourage participants to respond to each other.

5

Session 5: Promoting communication



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Session 5: Promoting communication

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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 5 – one for each participant.
- Participant feedback forms.
- Flipchart paper, chalkboard, or whiteboard (with appropriate writing tools).
[Consider need for adaptation]
- Clock or timer to keep track of time during the session.
- Materials for the demonstration: one carrier bag/basket, stackable objects (blocks, stackable cups, other stackable items), a few books, a toy.
- Materials for the practice in pairs: wash cloths, clothing, bowls and spoons, toys, books etc.

Learning objectives

1. Identify when children communicate to share and when they communicate to request.
2. Notice and respond to children's comments to share and their requests.
3. Respond by imitating and expanding a child's communication.
4. Demonstrate how to create moments for children to share (*wait, show and say, wait*).
5. Demonstrate how to create moments for children to request (*choices, and small pieces*).

Key messages

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

Skills and strategies (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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice. Introduce Session 5
20 minutes	Fernando's story: helping a child to communicate more (20 minutes)
15 minutes	Demonstration part 1: "Going to the Market with Leelo": responding by repeating and expanding children's language
15 minutes	***BREAK***
15 minutes	Demonstration part 2: "At Home with Leelo": create opportunities for communication
20 minutes	Demonstration part 3: "At Home with Leelo": sharing a book in a routine
25 minutes	Plan for home practice and practice in pairs: create opportunities for communication
10 minutes	Review the session and plan for the next session

Time = 60 minutes before the break and 70 minutes after the break

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *One hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: with each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 5 (20 minutes)

Review key messages and tips from the last session



Key messages		
Children communicate using words, behaviour without words, and challenging behaviour.	<i>Look and listen</i> to notice when your child is communicating.	When you notice your child communicating, find out what message your child is trying to send you.



Tips			
Respond with words and gestures to all your child's communication, even when it is unclear.	Use words and gestures that match your child's language level.	Wait to give your child room to communicate.	Talk about what your child is looking at and doing.

Review the home practice plan from the last session

1. Plan to look, listen, and respond during a 5-minute activity.
2. Plan to focus on your child's interests when you talk, and wait to give your child room to communicate.



Share home practice experience

ASK: What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity that you did.

Facilitation notes

- Invite participants to share home practice experiences and give specific examples.
- Invite participants to share one thing that went well this week. It does not have to be an example of the child's skills but could be an example of a time the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.
- Congratulate participants on their home practice.
- Repeat and affirm/praise responses.
- Ensure that everyone has a chance to speak (but do not let anyone speak for too long).
- Encourage the participants to support and give suggestions.
- After reviewing the home practice, have participants fill out the page called "Home practice review" on page 119 of the participants' guide.

[Consider need for adaptation]

Prompts to generate group discussion

- Ask participants to describe:
 - which activity they chose;
 - their child's target communication skill;
 - what they noticed when they looked and listened to their child's behaviour;
 - what they noticed when they waited for their child to communicate;
 - what happened when they responded to their child with words and gestures.

7 Guiding questions to generate discussion

- What happened when you used the **wait** strategy?
- What did your child do when you waited quietly?
- When you **looked and listened** for your child's communication, what did you see or hear?
- Did you see or hear your child's **target communication skill**?

7 **ASK:** *Are there any questions?* Encourage participants to respond to each other.

Introduction to Session 5

Facilitator reads and explains the picture, and participants follow in their guides (page 120).



- *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.*

The "Personal goals" page of the participants' guides (page 121) has an area for you to write down the target communication goals you have for your child.

Fernando's story: helping a child to communicate more (20 minutes)

Explain

- The story (on page 122) is about Fernando and his daughters.
 - Fernando's daughter Anna has challenges in communicating.
 - Fernando discusses one reason for **communicating to request**.
- **Look & Listen**
- **Look and listen** for Anna's communication to request for something.
 - **Look and listen** for how Fernando responds to Anna.
 - When he responds, he is going to add a word or use different words to teach Anna to use more words and learn new words.

We call this strategy **Expanding children's communication**.

Booklet illustration



Facilitator reads

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 realized 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, then I just 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.

Group discussion

Explain

- Anna communicated to request a ball and to share her interest in the cat.
- Children often learn communication to request first.
- It is important for children to communicate to share.
- Communicating with others to share your ideas is a very important skill and a very difficult skill for children with autism.
- Generate group discussion on ways in which participants' children communicate.



Guiding questions

? ASK

- *How do you know when your child wants something?*

Possible answers include:

- access to something;
- comfort, your attention;
- to have a break;
- to get help;
- to continue an activity;
- to stop an activity.

? ASK

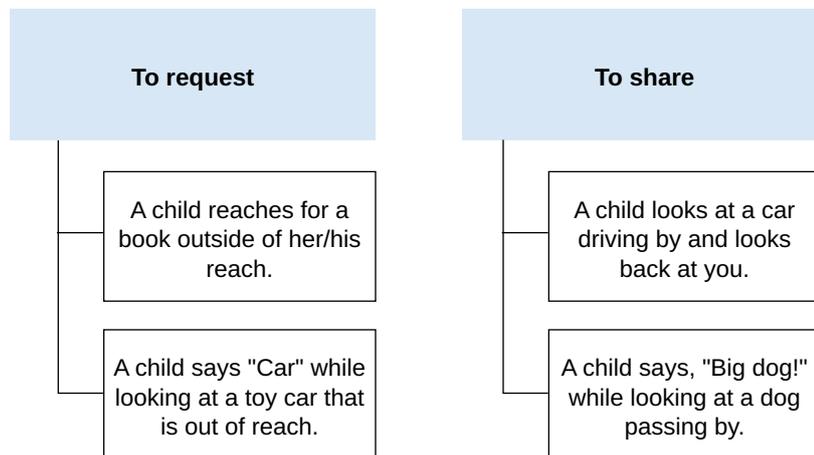
- *How do you know when your child wants to share something with you?*
- *What might children share?*

Possible answers include:

- something exciting;
- something new;
- something unexpected;
- a favourite item, activity, person etc.

Explain

- *There are two main reasons why children communicate:*



- *It is important for ALL children to learn not only to get their needs met by requesting, but also to share their experiences socially with others.*
- *Children need both sets of skills to be good communicators.*
- *For many children, including those with autism, it is very difficult to learn to communicate to share with others.*

Key message 1: Look and listen to notice when your child is communicating to request

- Facilitator reads and explains the pictures, and participants follow in their guides (page 126).

The first key message is: 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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 127).

The second key message is: 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 and new



Something unexpected



A favourite item, activity, person etc.

Key message 3: Use everyday activities to create opportunities for communication

- Facilitator reads and explains the pictures, and participants follow in their guides (page 128).

The third key message is: Use everyday activities to create opportunities for communication



Mealtime



Washing hands



Dressing



Shopping



Cleaning



Being outside

Demonstration part 1: “Going to the Market with Leelo”: responding by repeating and expanding children’s language (15 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration – “Going to the market with Landon” part 1: Responding by repeating and expanding children’s language – in the annex that shows how the tips for this session apply to a child with more advanced communication skills.
- This alternative demonstration could be used instead of or in addition to the demonstration below – “Going to the Market with Leelo” part 1: Responding by repeating and expanding children’s language – although more time will be needed to present both.

Facilitation notes

- One facilitator is the caregiver and another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- To enhance understanding, perform this demonstration slowly and ask guiding questions with each step.
- Start by setting up a bag on a table or chair.

Explain

- *Leelo’s mother chose going to the market as their shared activity.*
- *The demonstration will show key strategies to increase communication skills.*

This demonstration will show two tips:

- **Show and say – demonstrate words and gestures that your child can use to communicate.**
 - *I will say the word “bag” and point to the bag.*
- **Repeat your child’s words and expand your child’s language.**
 - *When my child tries to say a word “ba” for “bag”, I will respond with the full word my child is trying to say: “bag!”.*
 - *When I respond by saying the full word, I am expanding my child’s communication.*

When my child says the full word, “bag”, I can add a word to expand the child’s language. I can add one extra word that describes the bag or what we are doing with it, like “Big bag!” or “Your bag!”

Adult facilitator explains

- *One way to help children communicate is to **show and say**.*
- *Demonstrate how your child can use a word (say) and a gesture (show) to communicate to share and communicate to request.*

Describe the child Leelo:

Leelo can speak using one word at a time. We are getting ready to go. Leelo loves the market! I will use this opportunity to help Leelo learn new words. On our way to the market, Leelo likes to carry my empty [bag/basket]. Every time, I take a bag and then I give it to him.

Adult says:	<i>"It's time to go to the market Leelo!"</i>
Child:	Looks at bag, does not move
Adult notices the child look and responds with <i>Show and say:</i>	<i>"Bag!"</i> and points to the bag on the table.
Child:	Looks at bag, says <i>"Bah!"</i> [approximation for Bag].
Adult repeats and expands:	<i>"Bag!"</i> and points to the bag.
Child:	<i>"Bah!"</i> And looks at the adult.
Adult repeats and expands:	<i>"Bag!"</i> and pick up the bag as if to give it to the child but drops it before the child takes it.
Child:	Jump or make a similar body movement to show you are excited or interested and make a surprised sound, like <i>"Eee!"</i> or <i>"Hmm!"</i> and look at the adult.
Adult responds:	<i>"Bag fell!"</i> and points to the bag.
Child:	Look at adult.
Adult:	Pick up the bag, give it to the child and say <i>"Bag!"</i> <i>"Let's go Leelo!"</i> Start moving to the door as if going to market.

REVIEW QUESTIONS

? ASK: *What communication did you see and hear from Leelo in this routine?*

Possible Answers:

- Leelo looks at the bag.
- Leelo imitates the adult and says "Bah!"
- Leelo looks at the adult.
- Leelo moves his body, makes a sound and looks at the adult when the bag falls.

? ASK: *How did the adult respond to Leelo's communication? What did you see and hear?*

Possible Answers:

- The adult notices Leelo look at the bag and uses *show and say* to point to the bag and say *"Bag"*.
- When Leelo moves his body, makes a sound and looks at the adult when the bag falls, the adult responds with *"Bag fell!"* and points to the bag.

? ASK: *When was Leelo communicating to request and when was he communicating to share?*

Possible answers:

- When Leelo looked at the bag and said “Bah!” he was communicating to request.
- When Leelo moved his body, made a sound and looked at the adult when the bag fell, he was communicating to share.

? ASK: *What if Leelo was already saying the word “Bag” clearly? How could the adult respond in that situation?*

Possible answers:

The adult could add a word – “Your bag”, “Blue bag”, or “Big bag” – to help expand Leelo’s language.



Tip 1: Show and say – Demonstrate words and gestures that your child can use to communicate

- Facilitator reads and explains the pictures, and participants follow in their guides (page 129).

Show and say – Demonstrate words and gestures 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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 130).

- 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.



If your child says:

- Wah (tries to say water)
- Truck go
- Car
- Big car
- Broken
- More water

You can say:

- Water [**show** the water cup]
- Let's go truck! [**point** to the truck]
- Drive car! [**point** to the car]
- Big, red, car! [**point** to the car]
- Doll is broken [hold up and **show** toy]
- Want more water [**give** the water]

BREAK (15 minutes)

Demonstration part 2: “At home with Leelo”: create opportunities for communication (15 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration [Demonstration part 2: Creating opportunities for communication to request] in the annex that shows how the tips for this session apply to a child with more advanced communication skills.
- This alternate demonstration could be used instead of or in addition to the demonstration below [Demonstration part 2: “At home with Leelo”: create opportunities for communication] although more time will be needed to present both.

Explain

- *Demonstration on how to use everyday activities to **create opportunities for communication**.*
- *This demonstration focuses on opportunities for children to communicate to request.*
- *Any activity is a great time to set up opportunities for communicating to request.*
- *The next demonstration focuses on creating opportunities for children to communicate to share.*

Explain

- *This demonstration will show three strategies to help children make requests.*
- *Learning moment 1: **Keep objects out of reach, but in sight:***
 - *I will start our playtime with a book and blocks and will keep them out of reach. This will give my child an opportunity to request the book or blocks.*
 - *It is best to have 2–3 items or activities available.*
 - *Set the items up where the child can see them **but cannot reach them**.*
- *Learning moment 2: **Give small portions of the item:***
 - *When we are stacking blocks together, I shall keep the last block out of reach and see if the child will ask for it.*
- *Learning moment 3: **Offer choices and set up the environment to help your child request:***
 - *When we are playing with blocks and I see my child look at a book, I will give him a choice between the blocks and the book. This is an opportunity to help my child communicate to request.*
 - *When I offer a choice I will wait a few seconds to see if my child will request one of the options.*
 - *While I am waiting, I am looking and listening for communication to request.*
 - *If he does not request a book, that is fine – we will go back to the activity we were already doing with the blocks.*
 - *I might be able to tell which one he is interested in by looking at his eyes.*

Facilitation notes

- Have a book and toy blocks/cups/other stackable objects on a table or on a mat on the floor **where the child (other facilitator) can see them but not reach them.**
-

Adult Show and say:	<i>"Okay Leelo! It's playtime!"</i> Get in front of the child and go down to his level.
Child:	Lean towards the blocks.
Adult Show and say:	<i>"Blocks!"</i> and show stacking a block.
Both:	Adult and child take turns stacking blocks. Adult uses show (stacking) and say ("Block!") .
Adult:	Adult moves the last block out of reach.
Child:	Look around, reach to grab block.
Adult responds, uses Show and say:	<i>"Want block!"</i> and gives the block to the child. Playfully knock over the block tower and say <i>"Crash!"</i> Begin stacking again. Take a few turns at stacking blocks. Adult uses show and say .
Adult:	Notice the child looking towards the book.
Adult Show and say:	Hold the blocks in one hand and the book in the other hand. Hold the two items up in front of the child. Keep them out of the child's reach. <i>"Blocks or book?"</i> Move each item slightly towards the child (but still out of reach) while you say the corresponding word. WAIT
Child:	Look at the adult and at both items.
Adult show:	Put both items down and out of reach and go back to stacking blocks.
Child:	Look over towards the book and the blocks.
Adult Show and say:	Hold the two items up in front of the child. Keep them out of the child's reach. <i>"Book or blocks?"</i> Move each item slightly towards the child (but still out of reach) while you say the corresponding word. WAIT
Child:	Look at the book.
Adult responds, Show and say:	<i>"Want Book!"</i> and give the book to the child.
Child:	Start to turn pages.
Adult:	<i>"Let us look at the book!"</i> Pretend to begin the book routine. End demonstration here

Activity discussion

Explain

- Opportunities to request can take a lot of energy and concentration for many children with development difficulties.
- Keep the routine going by **taking your turns** and **imitating** your child's actions.
- The goal is to keep the child in **shared engagement** and in the routine for as long as possible.



If these opportunities cause your child to become unengaged then it is very important to keep the activity fun and positive. Go back to **shared engagement before setting up another opportunity for your child to request.**

Discussion questions

? ASK:

- How did the adult use the environment to set up opportunities to request?

Possible answers

- The adult started with objects out of reach but within sight.
- The adult held up the stacking blocks and book and asked the child to choose.

? ASK:

- How did the adult respond to the child's communication?

Possible answers

- Example 1: Child leans towards the blocks, and the adult responds with "Blocks!" and shows the child how to stack the blocks (example of respond with *show and say*).
- Example 2: Child looks toward the book, adult responds and says "Want book!" and gives the book (example of respond and expand).

Tip 3: Create opportunities for your child to request

- Facilitator reads and explains the pictures, and participants follow in their guides (page 131).

- 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 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).**



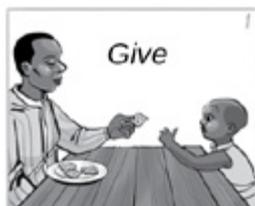
Keep objects out of reach, but in sight



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



Give one item at a time, then wait: “Give, Give, Give, Wait”



Look and listen. Does your child ask for more?



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.

Demonstration part 3: “At Home with Leelo”: sharing a book in a routine (20 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration – Demonstration part 3: “At home with Landon”. Sharing a book, creating a book reading routine and opportunities to communicate to share – in the annex that shows how the tips for this session apply to a child with more advanced communication skills.
- This alternative demonstration could be used instead of or in addition to the demonstration below – “At home with Leelo”: Sharing a book in a routine – although more time will be needed to present both.

Facilitation notes

- The facilitator who is the adult will look at the book and share the book socially with the child using gestures and words.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Facilitators can adapt the script as needed.
- Match the pictures in the book while in the demonstration.
- Gather the materials you need for the activity: a book.
- Get in front of the child at the child's level.
- Plan to use language that is at the child's level.
- Plan to give the child room to communicate by pausing after you *show and say*.

Explain

- *This demonstration focuses on creating opportunities for children to communicate to **share** by doing an activity together with a book.*
- *Remember that Leelo uses one word at a time when he talks, and he has about 10 words.*
- *We will create a routine with the book by looking at the page together. If my child does not initiate communication to share, then I can show and say – demonstrating how to use words and gestures to share by pointing to an animal and saying its name.*
- *I will look and listen to see what he is interested in on each page and I will try to focus on and talk about what he is looking at or sharing. If he does communicate, I will repeat and expand his communication. For example, if he says “Chi”, I will respond with “Chicken!”*
- *I will keep the routine fun and playful to help my child share engagement in this routine.*
- *I try not to ask the child questions because it makes the activity less fun and it does not help him learn to communicate spontaneously.*

📌 This demonstration will show ways to create opportunities for your child to communicate to share:

- **Share a routine with your child**
 - *We already know this one! You have been doing this since Session 3.*
- **Wait, Show and say, Wait.** *Wait for your child to share. If your child does not share, show and say, then wait for your child to share in return.*
 - *For example, you are walking to the market together with your child, a cat crosses the road, and you see your child looking at the cat. You could first wait a moment to see if your child spontaneously shares this observation. If the child does not, you can point to the cat (show) and say “cat!”*

- **Try something unexpected or fun!** Children are more likely to share an event that is unexpected or fun and silly than they are to share a predictable step.
 - For example, together with your child you are putting away groceries you bought at the market. You take turns taking items out of the basket. When it is your turn to pick an item, you take out a whole melon, name it, and then you pretend to eat it! Then you watch your child to see if she/he will notice and share this funny moment with you.
 - In this demonstration I will drop the book to see if my child will share this unexpected moment with me.
 - If he does not share it, I will say, “Oops! Book fell!” and point to the book.
- **Try to show interest. Look at the child with interest and then wait. The child might take another item and share her/his interest with you by looking at you, making sounds or showing you the item. If the child does not react, resist the temptation to ask questions.**
- **Sometimes we are tempted to ask children many questions. This does not help children. I will respond to her/his communication and I will talk about what I see without asking questions because this helps the child to communicate spontaneously.**

Adult sets up the environment	Facilitator who is the adult will take the book.
Adult Show and say:	<p>“Wow, a book Leelo!”</p> <p>They sit down, adult facing child. The adult holds the book between them so they can both see the pages with the book oriented towards the child.</p> <p>WAIT</p> <p>“Dog!” and points to dog.</p> <p>WAIT</p>
Child:	Looks toward the dog.
Adult responds with Show and say:	<p>“A dog!” and points to the dog and playfully makes the sound of a dog barking.</p> <p>WAIT</p>
Child:	Continues looking towards the dog.
Adult:	Turns the page.
Child:	Looks towards a picture of a chicken.
Adult responds with Show and say:	<p>“Chicken!” and points to the chicken.</p> <p>WAIT</p>
Child:	Looks at the chicken and says “chi” (approximation of chicken).
Adult repeats and expands:	<p>“Chicken!” and points to the chicken and playfully makes a chicken clucking sound.</p> <p>WAIT</p>
Child:	Looks at adult and laughs
Adult Show and say:	“It’s a chicken!” and pretends to tickle child.
Adult:	Turns the page Adult and child turn the page together and adult drops the book.
Child:	Looks up at adult.

Adult:	“Oops! Book fell!” and points to the book. Playfully picks up the book and continues the routine. Adult and child turn the page together.
Child:	Scans the page, then focuses on the cat picture.
Adult Show and say:	“Wow, Cat!” and points to the cat. WAIT
Child:	Looks up to adult.
Adult responds with Show and say:	“Cat!” and playfully makes cat meowing sounds.
Adult explains to participants:	<i>This is the end of the demonstration.</i> <i>Thank you for helping, Leelo, and thank you for participating, everyone!</i>

Activity discussion

Explain

- It is very important to give children time to **initiate communication to share**.
- When we ask questions or demand a response, children may not respond.
- It is much more difficult for children to come up with their own words and gestures and share them with you.
- During the demonstration, I **made a comment to share** the cat with Leelo by saying “Wow, cat!” and pointing. Then I **waited**. Leelo looked at the book and then at me. That’s great! He is communicating to share the cat with me!



Discussion questions

ASK:

- When did you notice the adult **waited** for Leelo to communicate?

Possible answers

- When they turned to a new page, the adult waited to give Leelo time to initiate communication to share.
- When something unexpected happened, the adult waited to see if Leelo would initiate sharing the moment with the adult.

ASK:

- When did you notice the adult used the **show and say** strategy?

Possible answers

- After waiting a couple of seconds, the child had *not* initiated communication to share. The adult then used **show and say** to demonstrate a word that was related to what the child was looking at.
- The adult noticed the child was looking towards the cat picture but not communicating, so the adult said “Cat” and pointed to the cat to demonstrate skills that the child can use to communicate.



Tip 4: Create opportunities for your child to communicate to share

- Facilitator reads and explains the pictures, and participants follow in their guides (page 133).

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.



Explain

- Many children of all ages and abilities love looking at books.
- Use books to create a routine with children who have no or few words:
 - Start by turning the pages for the child, then **WAIT** to see if the child will take her/his turn.
 - Share the book by using **show and say**. After you comment, **WAIT** for the child to share something too.
 - Pointing** and **naming** the pictures in the book is an example of sharing. When a child looks at or points to pictures in a book, point and name the picture.
- With children with more language:
 - Encourage the child to turn the pages and name the pictures.
 - Show and say** using longer phrases or sentences (**match your child's language level**).
 - Add details to your comments, including colours, shapes or actions.
 - Try creating a story together.

You can show and say anywhere!

- Show and say in the **market or in the street**.
- WAIT** after you show and say to see if your child will share something with you.
- We want to give children **room to communicate**.

Plan for home practice and practice in pairs: create opportunities for communication (25 minutes)

Explain the home practice

Facilitator reads, and participants follow in their guides (page 134).

- **Choose one everyday activity that you will do with your child or involve your child in.** This could be the same routine that 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 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 always to try to keep the activity fun, positive and full of praise, especially when you are helping your child to learn.

Do not worry if you have difficulty with the home practice.

Preparing the home practice

- Remember from Session 1 that the home practice will be easier for you and your child if you **choose the right time** to do the activity (when the child is calm and cool).

During the home practice

- Remember from sessions 1–2:
 - **make the activity more fun or enjoyable and offer praise** to keep the child cool and calm or to come back to being cool and calm;
 - **give your child a break** if you see that she/he is beginning to show yellow signs.

Explain

- You can help create moments to share: wait, show and say, wait.
- You can create moments to request:
 - giving your child a choice between two things;
 - giving small pieces.
- **Show & Say**
 - **WAIT** for your child to initiate communication or respond when you **show and say**.
 - **Repeat and expand** communication.
 - **Show and say** if your child is quiet and not communicating.

Tips

- **Show & Say**
 - **Show and say** to demonstrate words and gestures your child can use to communicate.
 - Repeat your child's words and expand your child's language.

Facilitation notes: Activity instructions

- Explain the practice in pairs, as described below.
 - Divide participants into two groups, each led by one of the facilitators.
 - Each caregiver will discuss and plan their home practice and then role-play it with the facilitator acting as their child. See “Explain activity” below which describes what each caregiver should discuss and plan.
 - While pairs discuss, facilitators will go around to each caregiver so that they can practise. Each participant will act as the adult and the facilitator will act as their child.
 - For each participant, facilitators will ask:
 - how their child is communicating in the routine right now (what does it sound like or look like?);
 - the child’s target communication skill (word(s) plus a gesture).
 - Participants should role-play with the facilitator and demonstrate:
 - a play or home activity they will do with their child; and
 - how they will
 - i. *show and say* (demonstrate words and gestures their child can use to communicate),
 - ii. repeat the child’s words and expand the child’s language,
 - iii. create opportunities for the child to request,
 - iv. create opportunities for the child to communicate to share.
 - Facilitators should move from one participant to the next allowing each person to practise and giving constructive feedback where appropriate.
 - After demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role play with each other.
 - **It is very important that each participant has a chance to do the role-play.** Time the activity so that each caregiver can join the role-play. If you are pressed with time, you may ask caregivers to role-play specific strategies (e.g. in turn, how to set up the space, or how to offer choices). Aim to have each caregiver role-play all strategies.
 - If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role play in pairs with each other and with another caregiver if they are comfortable doing so.
 - Facilitators should support the discussion and answer questions.
 - Remind caregivers to be respectful of others and to provide encouragement to one another.
 - Explain all instructions before the practice.
-



Create
opportunities
for your child
to request.



Create
opportunities
for your child to
communicate
to share.

Explain the practice in pairs

- *This is to practise this session's skills and strategies and prepare for the home practice on how to create opportunities for a child to communicate.*
- *Everyone will demonstrate and discuss how they will use the tips from this session at home with their child.*
- *Remember, fun activities are more successful.*
- *We will divide into two groups: one group will go with one facilitator and the other group will go with the other facilitator.*
- *Remember our group rules during this activity:*
 - *after everybody has practised, help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;*
 - *respect each other's privacy.*

Each caregiver will discuss with the facilitator:

- *your home practice activity (e.g. play, hand-washing, snack etc.) and the following (see page 134 in the participants' guide):*
- *how your child is communicating in your routine right now (what does it sound like or look like?);*
- *your child's **communication target skill (word or words plus a gesture);***
- *what you might notice when you look and listen to your child;*
- *how you will repeat your child's words and expand your child's language (remembering to use a gesture at the same time);*
- *how you plan to show and say when your child is quiet (How many words? Will you point, show or give?);*
- *one strategy you will use to create an opportunity for your child to request;*
- *one strategy you will use to create an opportunity for your child to share;*
- *what you might notice when your child communicates to share or to request;*
- *how you will make it easier for yourself to remember to notice when your child communicates to share or to request.*
- *Facilitators will come round and practise with you.*
- *After the practice, we will think about how you can do something for yourself too. You will be asked to share:*
 - *something you can do for your own well-being this week (it can be something that makes you feel more relaxed or rested).*

Activity discussion

- *Which word or gesture did you demonstrate during **show and say**?*
- *What could have you done differently?*
- *What types of communication did the "child" use?*
- *How did you expand on that communication?*
- *What could you have done differently?*
- *Optional: Ask one or two groups to share how their practice demonstration went and what it was like for them.*



Explain (Closing comments)

- *At the next session we will discuss the home practice activities.*
- *It is OK if they did not go well.*
- *These activities may be difficult at first, but children will make the most progress when caregivers practise the activities regularly.*
- *Invite participants to fill out the “Personal Goals” section on page 121 of their guides before next session.*

Review the session and plan for the next session (10 minutes)

Review of key messages and tips

	Key messages		
	<i>Look and listen</i> to notice when your child is communicating to <u>request</u> .	<i>Look and listen</i> to notice when your child is communicating to <u>share</u> .	Use everyday activities to create opportunities for communication.

	Tips			
	<i>Show and say</i> – Demonstrate words and gestures that your child can use to communicate.	Repeat your child's words and expand your child's language.	Create opportunities for your child to request.	Create opportunities for your child to communicate to share.

Group discussion: Skill review (5 minutes)

ASK:

- *What was the most meaningful key strategy for your family?*
- *Other thoughts? Other questions?*

Encourage participants to respond to one another.

Encourage participants and/or family members unable to attend to complete the questions to check their learning (pages 135–137 in participants' guide).



Planning for the next session

Reminder for next session

- *In Session 6 we will discuss how you can help your child to learn skills for daily living (give date, time and place).*
- *If you cannot attend, you are welcome to return to Session 7*
– *Come early to review what you missed.*
- *Please bring some of the materials you use during your home practice routine to the next session so you can use them to practise.*

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for children to communicate.

Additional tips for caregivers of children with other health conditions:

- Children who have problems with movement will have difficulty with gestures. Talk to caregivers to help them think of different ways their child can use their body to gesture. Children who do not have use of their arms could learn to gesture with their head or their foot. Caregivers should practise showing a gesture that child can do despite their limitations. For example, if a child does not have use of her/his arms, a caregiver should use another type of gesture (e.g. a head nod) instead of pointing.
 - Caregivers of children with other health conditions may need time to observe their children between this session and next session in order to notice the subtle ways their children communicate (e.g. with slight movements of the head, certain sounds etc.).
 - All caregivers can talk about their child's focus of attention and actions regardless of the child's ability to communicate.
 - For children with unclear communication, encourage caregivers to repeat what the child said and add a gesture to help other people understand the child's communication.
 - Caregivers will need to set realistic goals for their children. Children with other health conditions may learn to communicate more slowly. Remind caregivers that all children can learn.
 - Children who are anxious or very shy may need more time to respond and room to initiate communication. Caregivers should be patient and understand that it will be easier for the child to respond in some situations than others.
-

Session 5: Annex – Optional demonstrations

Instruction

Use these demonstrations in addition to or in place of the demonstrations in Session 5.

Demonstration part 1: “Going to the market with Landon” – Responding by repeating and expanding children’s language

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- Perform all demonstrations slowly to allow time for participants to understand.
- Use the questions to guide participants through each step.
- A pantry with crackers and pretzels is included in part 1 of this demonstration. Use foods that are relevant to families with young children in your region.
[Consider need for adaptation]

Explain

- *Landon’s mother has chosen to go to the market as one of their target routines.*
- *In this demonstration, we are going to show a few key strategies to help increase children’s communication skills.*
- **Invite participants to find the visuals in their participants’ guide.**

Tips

- **Show and say – demonstrate words and gestures your child can use to communicate.**
- **Repeat your child’s words and expand your child’s language.**

Demonstration

- **Show & Say**
- *One way to help children communicate is to **show and say**.*
 - *Demonstrate how your child can use a word (say) and a gesture (show) to communicate to share and communicate to request.*

Adult explains to participants: *Landon is 4 years old and he can speak using phrases of 3–4 words. He is learning to put together short sentences. We are getting ready to go. Landon loves the market! I will use this opportunity to help him learn new sentences. On our way to the market, Landon likes to carry my empty [bag/ basket]. Every time we go shopping, I take a bag and then I give it to him.*

Adult: *“Time to go to the market! Landon, let’s see what we need.”* Walks to a chair near the door and Landon walks over. Landon’s cap and the bag for the groceries are on the chair. Landon’s shoes are under the chair.

Child: Say “Wear cap?” and **look** at adult.

Adult respond and say in a fun and positive way:	Point to the cap and say, "Yes, let's wear the blue cap!"
Child:	Point to shoes and say "Put shoes?"
Adult repeat and expand	Say "Yes, put the shoes on" and point to the shoes. PAUSE
Child:	Looks at the chair quietly and then starts to look away.
Adult Show and say:	"We don't have the bag" and points back to the pantry.
Child:	"We take bag!"
Adult repeat and expand:	"Yes, we take the bag!"
Child:	"I want bananas."
Adult repeat and expand:	"Yes, we can buy bananas."
Adult:	To participants: <i>Landon has some clear short word combinations. He needs some help to make his sentences longer and more complex. When my child tries to communicate, I can respond by talking about the same thing. Sometimes, I can say the same sentence differently to help correct his sentence (e.g. Landon "we take bag"; Adult "Yes, we take the bag") or sometimes I can repeat the words that are used correctly and add more words to his sentence (e.g. Landon- "Wear cap?"; Adult "Yes, let's wear the blue cap"). When I use different words to say the same thing, or I add words, I am expanding Landon's communication.</i>

Discussion:

ASK: What communication did you see and hear from Landon in this routine?

Possible answers

The child uses short word combinations, looks at the adult and points.
The child uses 3-word phrases.

ASK: How did the adult respond to Landon's communication? What did you see and hear?

Possible answers

The adult uses different words to say the same thing as the child.
The adult repeats and adds words to what the child has said.
The adult expands the child's communication.

ASK: Do you think Landon was communicating to share or to request?

Possible answers

When the child said "Wear cap?" he was communicating to request.

Demonstration part 2: “At home with Landon” – Creating opportunities for communication to request

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Perform all demonstrations slowly to allow time for participants to understand.
- Use the questions to guide the participants through each step.

Introduction

Explain

- *Starting an activity is a great time to set up opportunities for communicating to request.*
- *Have 2–3 activities or routines available.*
- *Set the items up where the child can see them but cannot reach them.*
- *Remember to have enough material so you are able to take turns and imitate the child throughout the demonstration.*

Adult explains to participants:	We are going to have three options for Landon in our play space – the blocks, a book and the animal farm. I know that Landon loves the blocks and could play with these for a long time. So I will try to introduce a new toy (animal farm) too.
Adult:	<i>“Okay Landon! It is playtime!”</i> Get in front of the child and go down on his level. Have a book, toy blocks/cups/boxes (something to stack) and the animal farm in front of Landon where he can see them but out of his reach.
Child:	<i>“I want the blocks!”</i>
Adult:	<i>“Let’s play with the blocks!”</i>
Child:	<i>“Red first”</i> and the child reaches toward the red block.
Adult EXPAND and REPEAT:	Adult expands <i>“let’s put the red block first”</i> and the adult gives block to the child Adult and child take turns placing the blocks next to each other to form a fence. Adult uses repeat and expand .
Adult:	To participants: We have made our routine around blocks. We have only a few blocks left and I know that Landon will want others. I will quickly try to slide the last blocks far out of reach when Landon is not looking. We gave him a portion of the blocks but we think he will want others.
Adult:	Quickly and quietly moves the blocks out of reach while continuing to put blocks in the routine.
Child:	Looks around and says <i>“Hey, where blocks?”</i>
Adult repeat and expand:	Adult expands <i>“Where are the blocks?”</i>
Child:	Child repeats <i>“Where are blocks?”</i>

Adult:	Adult takes blocks and says “ <i>Here are other blocks.</i> ”
Child:	Say “ <i>I want red.</i> ”
Adult repeat and expand:	“ <i>I want the red block.</i> ” [Pause]
Child:	Says “ <i>I want the red block</i> ” and reaches toward the block. Adult and child take a few turns putting on blocks and talking about the building.
Adult repeat and expand:	“ <i>Here is the last block</i> ” and gives the block to the child. Move over two other materials that you could add to your building (e.g. animals, characters, cars etc.).
Adult:	Notice the child looking toward the animals.
Adult:	To participants: When we think we know what our child will want next, we can give our child a choice. This is an opportunity to help our child communicate to request.
Adult:	“ <i>Do you want animals or people?</i> ” and points to each object out of reach. WAIT
Child:	Looks at the adult and at both items.
Adult:	To participants: <i>Now I will wait a few seconds to see if he will request for one of them. I am looking and listening for communication to request. If he does not request one, that is fine – we will go back to the blocks and I can show him how to add the new play step.</i>
Child:	Says “ <i>Animals?</i> ” and looks at the adult.
Adult expand and repeat:	“ <i>I want animals</i> ” and points to the animals.
Child:	“ <i>I want animals</i> ” and the child reaches towards the animals.
Adult:	Adult gives the animals to the child, puts a pig in the fence and says “ <i>Pig in the fence</i> ”.
Child:	Child takes a cow and puts it in the fence and says “ <i>Cow in</i> ”.
Adult:	Adult repeats and expands “ <i>Cow in the fence</i> ”.

Discussion

? ASK: *How did the adult use their play space to set up opportunities to request?*

Possible answers

- The adult starts with **activities out of reach** but within sight.
- The adult holds up a **choice** of blocks, book or animals.
- The adult held back the last blocks out of reach (**small portions**).

? ASK: *How did the adult respond to the child's communication?*

Possible answers

- The adult used **respond and expand**:
 - **Example.** The child is requesting the blocks. The adult expands the block play routine and also expands his language by talking about the blocks and putting them next to each other.
- It is important to help Landon learn to talk about the materials and play with them in different ways. It will be difficult for him to talk and play with other children if he only wants to talk about and play with the same type of toy in the same way every time.

Explain

Remember

- *Opportunities to request are setting up a demand that can take a lot of energy and concentration for many children with developmental difficulties.*
- *Keep the routine going by **taking your turn** and **imitating** your child's actions between these opportunities.*

Goal

*The goal is to keep the child in **shared engagement** and regulated in the routine for as long as we can.*

*If these opportunities cause your child to become unengaged then it is **very important to keep the activity fun and positive and to come back to shared engagement before you set up another opportunity** for your child to request.*

Demonstration part 3: “At home with Landon” – Sharing a book, creating a book reading routine and opportunities to communicate to share

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- The facilitator who is playing the adult will look at the book and will comment combined with gestures to share the book socially with the child.
- Facilitators can adapt the script as needed to match the pictures in the book they are using in the demonstration.
- Perform all demonstrations slowly to allow time for participants to understand.
- Use the questions to guide participants through each step.

Introduction

Explain

- *The focus is on creating opportunities for children to communicate to share.*
- *Remember that Landon uses 3–4 words at a time when he talks.*

Three ideas:

1. **Share a routine with your child.** *We already know this one! You have been doing this since Session 2.*

2. **Wait, show and say, Wait.** Wait for your child to share. If the child does not share, show and say and wait for your child to share in return.
3. **Try something unexpected or fun!** Children are more likely to share an event that is unexpected or fun and silly than they are to share a predictable step.

Before we start this activity, we need to set up our environment for our book routine:

- Gather the materials you need for the activity: 2 books (so Landon can make a choice).
- Get in front of your child at the child's level.
- Plan to use language that is at your child's level.
- Plan to give the child room to communicate by pausing after you **show and say**.

Now that we have checked that we have all the materials we need, we will go and get our child.

Adult explains to participants:	Landon has chosen to look at a book. Books are great opportunities to promote communication. We will look at a book that I borrowed at the local library [INSERT RELEVANT LOCAL AGENCY/LIBRARY]. Sometimes we are tempted to ask children many questions. This does not help children. I will respond to Landon's communication and I will talk about what I see without asking questions because this helps him communicate spontaneously.
Adult:	"Nice choice Landon! I love the tiger book." They sit down, adult facing child. The adult holds the book between them so they can both see the pages with the book oriented towards the child.
Adult Show and say:	"I see the tiger dancing!" and points to the tiger. WAIT
Child:	"The tiger is dancing." Child looks at the next page and says "elephant dance".
Adult responds with Show and say:	"The elephant is dancing" and points to animals on the page. WAIT
Child:	Continues looking at the page and then turns the page.
Adult:	WAIT
Child:	Looks towards a picture of the tiger going swimming, says "Tiger is swimming" and looks at the adult.
Adult responds with Show and say:	"The tiger is swimming in the lake" and points to the tiger. WAIT
Child:	Turn the page Points.
Adult Show and say:	"Chicken!" And points to chicken, then playfully makes chicken clucking sound. WAIT
Child:	Looks at adult and laughs.
Adult Show and say:	"It's a silly chicken!" and pretends to tickle child.

- Adult:** **To participants:**
*We are creating a routine with the book. We look at the page together. If Landon does not initiate communication to share, then I can **show and say** – i.e. demonstrate how to use words and gestures to share. I **look and listen** to see what he is interested in on each page and I try to focus on and talk about what he is looking at or sharing. If he does communicate, I will **repeat and expand** his communication. I am keeping the routine fun and playful to help my child to **share engagement** in this routine. I try not to ask him questions because it makes the activity less fun and it does not help him learn to communicate spontaneously. Now I want to try something silly and unexpected. Landon knows this book well and he will probably notice if I make a mistake or say something odd. In this picture, there is a lion climbing a tree but I am going to say it is an elephant that is climbing the tree.*
- Adult:** Playfully comments: *“The elephant is climbing that tree!”*
 Adult and child turn the page together
- Adult:** **To participants:**
WAIT Will Landon share this unexpected moment with me?
- Child:** **Looks** up at adult and say *“Nooo elephant!”*
- Adult:** Playfully say *“Oops! You are right. That is a lion!”* and **points** to the lion.
- Child:** Says *“Lion climbs the tree.”*
- Adult:** Says *“The lion is climbing the tree.”*
 Adult and child turn the page together
- Adult:** **To participants:**
WAIT – look and listen – what is Landon interested in on this new page and will he share it with me?
- Child:** Scans the page, then focuses on the tiger sleeping and says *“Tired, tiger is sleeping.”*
- Adult responds with Show and say:** *“The tiger is sleeping in the leaves”* and **points** to the tiger.

Discussion

? ASK: *When did you notice that the adult **waited** for Landon to communicate?*

Possible answers

- When they turned to a new page, the adult waited to give Landon time to initiate communication to share.
- When something unexpected happened, the adult waited to see if Landon would initiate sharing the moment with the adult.

? ASK: *When did you notice the adult used the **show and say** strategy?*

Possible answers

- After waiting a couple of seconds, the child had not initiated communication to share, so the adult then used **show and say** to demonstrate a word that is related to what the child was looking at.
- It is very important to give children time to **initiate communication to share**.
- When we ask questions or demand a response, children may respond, but it is much more difficult for children to come up with their own words and gestures and share them with you.

6

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



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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for session 6– one for each participant.
- Participant feedback forms.
- Large pieces of paper (5–10) and markers to display ideas for the group OR access to a chalkboard or whiteboard. [*Consider need for adaptation*]
- Clock or timer to keep track of time during the session.
- Demonstration materials: 2 basins/containers/large bowls (one filled with water), 1 cup, 2 bars of soap, a cloth or towel.
- Materials for the practice in pairs: additional basins, soap, towels, wash cloths, clothing etc.

Learning objectives

1. Learn to select an appropriate target skill from a larger activity.
2. Understand that learning each target skill will take repeated practice and the goal is to link these small steps into one big task over time.
3. Understand how to apply appropriately the lowest level of help to support your child in both play and home routines.
4. Remember to stay active in the routine by taking turns and stay positive by rewarding your child with praise and comments throughout the routine.

Key messages

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

Skills and strategies (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?

Schedule of activities

5 minutes	Brief wellness activity
35 minutes	Review of key messages, tips and home practice. Introduce Session 6
15 minutes	Mimi's story: teaching a routine in small steps
10 minutes	Selecting the routine and the first small step for your child
15 minutes	***BREAK***
25 minutes	Demonstration: "Washing hands with Jasmin": providing levels of help
25 minutes	Plan for home practice and practice in pairs: teaching small steps and providing levels of help
10 minutes	Review the session and plan for the next session

Time = 65 minutes before the break and 60 minutes after the break

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *One hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: with each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 6 (35 minutes)



Key messages		
<i>Look and listen</i> to notice when your child is communicating to <u>request</u> .	<i>Look and listen</i> to notice when your child is communicating to <u>share</u> .	Use everyday activities to create opportunities for communication.



Tips			
<i>Show and say</i> – Demonstrate words and gestures that your child can use to communicate.	Repeat your child's words and expand your child's language.	Create opportunities for your child to request.	Create opportunities for your child to communicate to share.

Review key messages and tips from the last session

Review home practice plan from the last session

- **Spend 5 minutes** with your child in an activity together and **notice and respond** to your child's communication.
- **Look and listen** to notice when your child communicates to share or to ask.
- If the child communicates, **respond and expand**.
- Use **show and say** to demonstrate using a gesture and words.
- Create moments to share after something unexpected happens, then **wait, show and say, and wait** to see if the child will try to share.
- Create moments to ask by giving your child a choice between two things, or giving small pieces.

Participants share home practice experiences

ASK: What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity that you did.

Facilitation notes

- Repeat and affirm/praise responses.
- Ensure that everyone has a chance to speak (but do not let anyone speak for too long).
- When inviting participants to share one thing that went well that week, emphasize that it does not have to be an example of the child's skills but could be an example of a time the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.
- Encourage the participants to support and give suggestions to other caregivers, for example by asking other participants first what they would suggest as an approach to solve a difficulty, without the facilitator offering a suggestion immediately.
- Give 1 minute notice before changing activities (to model timing).
- After reviewing the home practice, invite participants to fill out the page called "Home practice review" on page 144 of the participants' guide.

[Consider need for adaptation]

Introduction to Session 6

Facilitator reads and explains the picture, and participants follow in their guides (page 145).



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.*
- *Remember that before we teach new skills, we need to make sure that our children are calm and ready to learn.*
- *Helping children stay cool or come back to cool from warm or hot is the first thing to do when you are trying to teach a new skill. Use strategies from Session 1 to help a child come back to being cool and calm:*
 1. *Choose the right time*
 2. *Make the activity more fun or enjoyable*
 3. *Show and tell your child what to expect*
 4. *Give your child a break*

Mimi's story: teaching a routine in small steps (15 minutes)

Facilitation notes

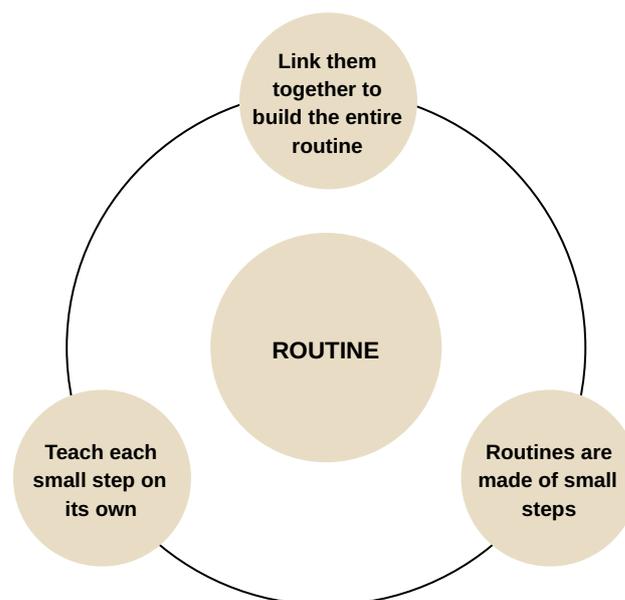
- Facilitators may decide to present an alternative demonstration [Demonstration “Breaking a routine in small steps and using a picture activity schedule”] in the annex that shows how the tips for this session apply to a child with more advanced communication skills.
 - This alternative demonstration could be used instead of or in addition to the story below [Mimi's story: teaching a routine in small steps] although more time will be needed to present both.
-

Explain

- *This story demonstrates how to identify the first small step of a skill for everyday life that we shall teach to a child.*
- *We will learn strategies to help your child learn new skills.*
- *The focus is on teaching routines for self-care skills that you want your child to develop (washing hands, taking off shoes etc.), but you will be able to use the strategies of this session to help your child learn new skills in many contexts – such as skills for everyday life, play skills, other skills in home routines.*
- **The participant manual includes a place to write (or circle pictures) to indicate the routine/big task and the target step (page 146).** [Consider need for adaptation]

Explain

- *Routines are made of small steps in a row.*
- *Teach each small step on its own.*
- *Link them together to build the entire routine.*
- Draw the following diagram on the board [Consider need for adaptation]:



First: Identify routines

We all have routines that we have been working on at home and that we talked about today when we reviewed our home practice. We will focus on examples of routines of self-care skills for everyday life. These are routines that naturally consist of small steps in a sequence. Play routines and other home routines (e.g. helping with watering plants or washing dishes) also consist of small steps. You will be able to use the strategies we learn today in all of these kinds of routines.

Now let us think of examples of routines with skills for everyday life.

? Ask participants to list examples from previous sessions and home practice (e.g. getting dressed, washing face).

Second: Break the routine into small steps

- *Each activity is made up of a **sequence of small steps**.*
- *Break the activity into steps to teach children how to do the activity one step at a time.*

Third: Choose which small step to teach first

It is important to select a starting place to begin to work on your big task.

- *This is the **small step** that you will teach your child for home practice.*

You can choose to teach your child:

- *the **first step** of the sequence of the routine if the child is not yet doing any part of the routine on her/his own;*
- *the **last step** of the sequence of the routine if this is the simplest or most motivating step;*
- ***another step** of the sequence (if your child can already do one or more of the steps of the routine on her/his own, the first step that you teach should be one **that your child cannot yet complete on her/his own**).*

Mimi's story

Facilitator reads and explains the pictures, and participants follow in their guides (page 147).

Explain that participants should try to identify

- the routine that Mimi wants Abel to be able to do on his own;
- the small step that Mimi has selected as the **target skill** she will work on.

Illustration



Facilitator reads

My name is Mimi and I am the caregiver for my grandson, Abel, who was diagnosed with a developmental disability when he was 3 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 was 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 turn the tap on 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 the taps off, but Abel is doing most of the work himself. With some help, he is learning to dress himself too.

Review and discussion



ASK: What routine does Mimi want Abel to learn?

Answer:

- To wash his hands on his own.

ASK: What target step did Mimi start with?

Answer:

- To dry his hands on the towel.

ASK: Why do you think it was difficult for Abel to learn the entire routine at one time? Why would it be difficult to learn two different big tasks at the same time?

Possible answers:

- Teaching many steps at one time can be overwhelming.
- It is more likely the child will not have success with any of the steps which makes it more difficult to find a skill or success that you can praise.
- Praise happens less often and you will have to give more physical help to get him through each of the steps (we shall talk about levels of help later in the session).
- It is easier for the child to become frustrated and unengaged with a long series of difficult steps. You are more likely to get the best effort from your child when she/he has to focus on just one step.

ASK: Why do you think Mimi chose to start with the last step of the hand-washing big task? Would you start with a different step?

Possible answers:

- By starting with a step the child can do and finds fun (Abel likes the feeling of the towel), he is more likely to engage and do the step. This gives Mimi the opportunity to provide lots of praise and encouragement and end the difficult big task of hand-washing on a positive step.

Key message 1: Your child can learn new skills for everyday life by practising with your help

- Facilitator reads and explains the pictures, and participants follow in their guides (page 150).

The first key message is: 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.**



Selecting the routine and the first small steps for your child (10 minutes)

Facilitation notes

- Each participant should identify their individual *big tasks* and the *small steps*.
- Ask participants to read the personal goals page of their guides (page 146).
- The participants' guide includes a place to write down the target routine and target small step.
- There are clear spaces to revise the target skill.

Explain

- *The target skill is the first skill in the sequence of the big task that your child needs help to complete.*

The target skill can be:

The first step of the routine.	The last step of the routine (if it is the simplest or most motivating).	If your child can already do some steps of the big task on their own, the first small step in the routine is one that the child cannot do on her/his own.
---------------------------------------	---	--

Practice and experience will help you refine your target skill

- *The first goal is your best guess at what your target step should be.*
- *As you try, you gather more information about what your child can do and what your child needs help to do.*
- *This information can change your goals. This is OK!*
- *Each time you practise the target skill with your child:*
 - *think about your goals and how they may change;*
 - *your child may have learned the skill, or you may need to give back-up.*



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 151).

- 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:
 - get shirt ready;
 - put head in;
 - put arm in;
 - put the other arm in;
 - pull shirt down.



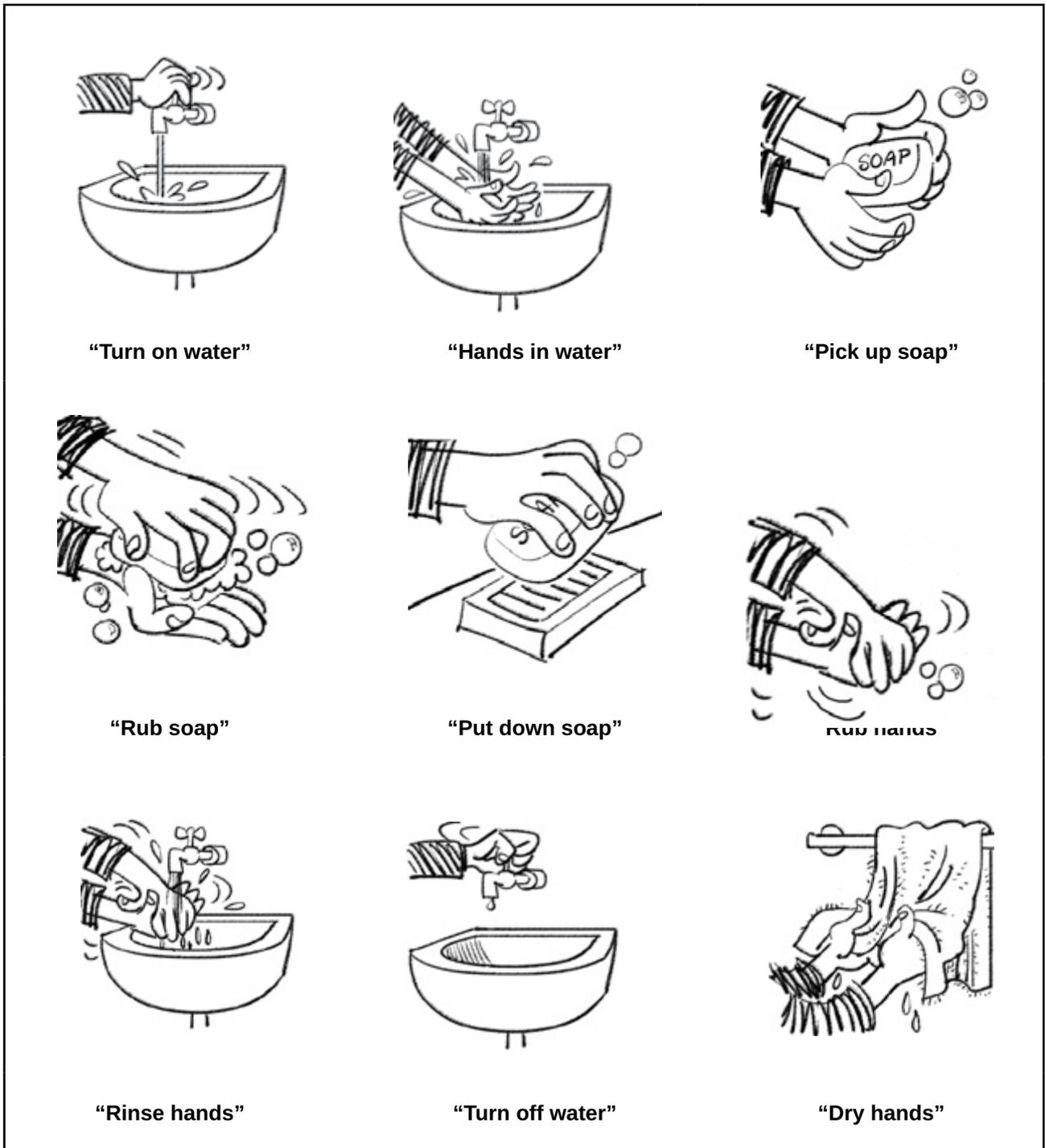
- Which step should you teach first?
 - Teach the very first step if your child is not yet doing any of the steps on their own, OR
 - Teach the very last step if it is the simplest or most fun, OR
 - If your child can already do some steps, teach the first step that the child cannot do on their own. 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.

Explain

- Decide on your routine and on all the **small steps** that make up the routine.
- Decide which step will be the **first small step** that you will teach your child. Decide on the basis of what you know about your child's ability to do the **steps of the routine**.
- Consider: Is the target skill too hard? Is there a different step I need to target first?
- Consider: Is the target skill too easy? Can my child already do this step with little to no help? If yes, I can select the next step in the sequence to target.
- After you have practised the routine a few times, is this goal still appropriate for your child?**

Explain

- It is also possible to use a **picture activity schedule** where each small step in the activity is represented by a picture.
- Facilitator reads and explains the pictures, and participants follow the "Picture schedule for washing hands" in their participants' guides (page 152).



Explain

- This is an example of a picture activity schedule for hand-washing.

- *We can also help you to put together schedules for other routines.*
 - *We use picture schedules because:*
 - *Pictures give children another way to understand the activity.*
 - *You can use the schedule to help your child understand where you are in the sequence and what will happen next.*
- ❓ **ASK:** *Does anyone have any questions?* Encourage participants to respond to each other.

BREAK(15 minutes)

Demonstration: “Washing hands with Jasmin”: providing levels of help (25 minutes)

Facilitation Notes

- Facilitators may decide to present an alternate demonstration [part 1: Providing levels of help] in the annex that shows how the tips for this session apply to a child with more advanced communication skills [define communication skills as they are mentioned in the demonstration in the annex if a definition of the child skills is provided].
- This alternative demonstration could be used instead of or in addition to the demonstration below [Providing levels of help] although more time will be needed to present both.

Facilitator reads and explains the pictures, and participants follow along with “Levels of help” page in their participants’ guides (page 153).

Levels of help

These are the different levels of help that 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 your 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.

Explain

- This demonstration is about the **three levels of help**. It supports children who are:
 - learning a new target skill;
 - having difficulty engaging in the hand-washing routine.

📌 This demonstration will show the following tips

- Break the skill into small steps and teach your child one small step at a time.
- Let your child learn! Give the lowest level of help needed for your child to be successful.
- Give clear and consistent instructions and praise your child for trying.

? ASK: How can you help your child to learn new skills when Show and say is not enough help?

Possible answers:

- We can give three levels of help.
- We need to give the child the opportunity to learn, so we always give the minimum amount of help the child needs to be successful in that step.
- The lowest level of help is Show and say.

1. Show and say (model the action and say the words)

- The lowest level of help is Show and say, a strategy we have practised before.
- **Show** means you are modelling or showing the child how to do the step or skill.
- When you show, also comment (**say**): give your child language that they can use with this step.
- To show and say means to show the child the action you want them to do and you say with words at the child's level.
- Example: you are trying to teach your child to pull the zipper up on their jacket. You show your child by facing your child and pulling up the zipper and you say "pull up" to describe the action.
- If the child does not try this after you show and say, you can **say the words again**:
 - Sometimes children need a reminder.
 - Give only one spoken reminder – say the words again.
 - Example: continuing the jacket routine. Your child watches you show and say. You pause but your child does not act, so you give a verbal reminder and say again "pull up!"
- You can also use this strategy when you are teaching your child new ways to play! Remember, in Session 3 we talked about how we show and say a new step in the routine.
- Example: teaching how to build a tower with blocks. You can show and say how to put one block on top of the other: you demonstrate the action and say "block on".
- If the child does not try it after you show and say, you can say the step again.

? ASK: When you have shown your child the skill and given a reminder, what happens if your child still does not do the skill on her/his own?

Answer:

2. A little physical help to do the action (partial physical help)

- We can give a little help to start or finish the action.
- This means that we can physically help a child with a part of the action/skill.
- This level of help is often used when children need help with the physical demands of the action (e.g. turning on the tap to start the water, opening a difficult container).
- Example: continuing the jacket routine. You give a reminder (say) again and your child tries to pull the zipper but her/his hand slips. You know this is a challenging action for your child so you decide they need more help. You give a little physical help by taking your child's hand and gently helping her/him to start the action of pulling the zipper up. Your child finishes the step by pulling the zipper up to the top of the jacket.
- The same method applies when you are teaching your child new ways to play!
- Example: You give a reminder (say) again and your child tries to put the block on top of the tower of blocks but cannot place it steadily. This is challenging for your child. You can gently help the child by steadying the block while your child holds it. Your child completes the step by finishing to place the block on top of the tower.

ASK: *What happens if you have given a little help and your child needs help to finish the step too?*

Answer:

3. A lot of physical help to do the action (complete physical help)

- *This is the most help we can give.*
- *This means that we will take the child's hand and help the child to do the entire skill.*
- *You can try this level of help for a new skill that you know your child cannot do yet.*
- *Example: continuing the jacket routine. Let us pretend that your child was not able to finish the step. She/he stopped pulling the zipper after you let go of their hand, so you give more help – a lot of physical help – to finish the step. You take your child's hand again and gently help her/him to pull the zipper the rest of the way. In this step you helped your child physically to complete the action from start to finish.*
- *Again, you use the same method when you are teaching your child new ways to play!*
- *Example: continuing tower with blocks routine. Let us pretend that your child was not able to put the block on top of the tower. You can take your child's hand again and gently help her/him to put the block on.*
- *Another example: Let us pretend that some time has passed and you are now teaching your child how to knock down a tower of blocks. Your child tries but does not succeed in knocking down the blocks. You can take your child's hand and gently help her/him to knock down the blocks.*

When you help:

1. **Be clear:** *Use language that your child can understand and give similar instructions each time. Try to make sure that your child can see when you show the action.*
2. **Be consistent with your expectations:** *Each time you practise the routine, keep your expectations the same until your child is ready to progress to the next step. As your child learns to do more, you can slowly increase your expectations over time.*
Note: *On a challenging day when your child is sick or very tired you may need to give a little more help. That is OK! Challenging days are not the best times to practise new skills.*
3. **Kind but firm:** *When you give an instruction or a spoken reminder, try to be kind and positive but also be firm. Sometimes when you anticipate that your child will show challenging behaviour you may hesitate or ask questions. This can increase your child's challenging behaviour or suggest to them that something is wrong. Keep it positive and be confident when you give an instruction.*

Explain the demonstration

- **Look and Listen**
- **Look and listen** for the three levels of help.
 - We shall discuss these after the demonstration.
 - When we have **set up the environment**, we can begin.

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Set up two basins on a table: one full of water and the other empty.
- Set out a cup, two bars of soap or a soap dispenser and a cloth, towel or paper towels.
- Participants should gather around the basins.
- The facilitators will stand on either side of the basins, facing each other.
- The empty basin should be in front of the facilitator who will play the part of the child.

Explain

First, we will need to set up the environment

- **Get the materials ready.**
- *Set up the place where we will wash hands.*
- *We need soap (have two bars or soap dispensers – one for the adult and one for child) – as well as cloth or paper towels.*
- *Get in front of your child at the child's level.*
- *Plan to use language that is at your child's level.*
- *Give the child room to communicate by pausing after you **show and say**.*
- *Respond to any attempts the child makes to communicate (using the eyes, gestures, sounds or words).*

Now that we have checked that we have everything we need, we will go and get our child.

Adult:	<i>"Let's go wash hands!"</i>
Child:	Walk to the basin with the adult. Stand facing the adult with the basin between you.
Adult:	Fill the cup full of water and hold it over empty basin. Begin to pour the water slowly into the basin. Look at the child and wait for child to initiate putting hands into the stream of water.
Child:	[Put your hands into the stream of water.]
Adult responds:	<i>"Hands in water! Yay, Jasmin!"</i>
Adult explains to participants:	<i>Picking up the soap is our target skill: it is the small step that I am trying to teach my child. First, I will ask myself: Can my child do this step with less help? I will pause to give Jasmin the chance to start this step. If she does not start it, I will use show and say.</i>
Adult pauses:	Waits for the child to reach for the soap.
Child	[Begins to play in the water in the basin and does not notice that the adult is waiting.]
Adult explains to participants:	<i>She has not tried to pick up the soap, so I will use the lowest level of help – <u>show and say</u>. I shall show the child how to do the step (pick up the soap) and say what I am doing: "Pick up soap!"</i>

Adult Show and say:	[Pick up one of the bars of soap or pump soap onto your hands.] <i>"Pick up soap/get soap!"</i> [Shows soap to the child, then pause. Wait for the child to respond.]
Child:	[Look over and then pick up the second bar of soap.]
Adult responds:	"Yay, soap!"
Adult explains to participants:	<i>I am going to use the lowest level of help again: show and say for the next step: Rub soap.</i>
Adult Show and say:	Rub your soap in your hands and say, "Rub soap!" Wait for the child to respond.
Child:	[Drop the soap in the basin/shake soap off hands.]
Adult explains to participants:	<i>Jasmin does not like the feeling of the soap on her hands so I am going to give a little physical help to rub the soap on her hands.</i>
Adult:	[Put your soap down and pick up Jasmin's soap from the basin. Put the soap in her hands. Hold her hands and give a little physical help to start the action of rubbing the soap.] Say, "Rub soap!" [Let go of the child's hands and let her finish the action.]
Child:	Start to whine and squirm as if you are uncomfortable, but rub the soap in your hands.
Adult responds with Show and say:	"You're doing it! Rub soap!" [Rub your hands together as if you are rubbing soap.]
Adult:	I am going to give her a little physical help to put the soap down. "All done! Put down soap." [Gently take her hands and move them towards the soap tray.]
Child:	[Finish the action, drop the soap on the tray.]
Adult responds:	<i>Yay! Put down soap!"</i>
Adult explains to participants:	<i>I know that it is difficult for Jasmin to rub her hands together with soap on them so I am going to give her a lot of physical help to rub her hands together. I can also sing a song to help her stay calm and make this step more pleasant.</i>
Adult gives a lot of help:	"Rub hands!"
Child:	[Allow the adult to help you with this step.]
Adult:	"Yay, all done!" Fill the cup full with water and pour the water over the child's hands. Say, "Rinse hands!" Repeat until all the soap is off the child's hands.
Child:	[Hold your hands in the stream of water and allow the adult to rinse off the soap.]

Adult Show and say: "Dry hands!"
 [Rub your hands on the towel in front of the child.]

Adult: **Pause.** Look at the child and **wait** for the child to initiate drying her hands.

Child: Look over

Adult: Say again 'Dry hands'

Child: [Rub your hands on the towel like the adult did.]

Adult: "Yay Jasmin! We washed our hands!"



Discussion

ASK the following questions:

? *When did you notice Show and say being used?*

Possible answers:

- To help Jasmin to know how to do a step (e.g. pick up soap, rub soap, dry hands on towel).
- To try a lower level of help before giving physical help (e.g. the child had the soap in her hands but was not rubbing her hands on the soap), I used *Show and say* to demonstrate how to use the soap. In this case, Jasmin needed more help, so I gave "a little physical help".
 - It is better to give the child a chance to try with less help and add more help if you need to.
- The adult also used *Show and say* to help Jasmin finish a step. After the adult gave her a little physical help to rub the soap in her hands, the adult used *Show and say* again to encourage her to finish the step on her own.

? *When did I give Jasmin a reminder by using "say again"?*

Answer:

- The adult used *Show and say* to help Jasmin use the towel. Then the adult waited for Jasmin to try it, but she did not, so the adult used *say again*. Jasmin was able to try it.

? *When did the adult give "a little physical help" (physical help at the beginning or end)?*

Answers:

- When *Show and say* was not enough help for Jasmin to rub the soap in her hands, the adult gave more help by physically helping her to start the action of rubbing the soap in her hands.
- The adult also used a little physical help to help Jasmin put down the soap.

? *When did the adult give "a lot of physical help" (physical help from start to end)?*

Answer:

- The adult used a lot of physical help to help Jasmin rub her hands together with soap on them.

? *How much help should I give? How do you know how much help to give?*

Possible answers:

- You do not want to help your child physically to complete every action because you want your child to learn to do these steps on their own.
- Some children will need more support than just showing them the step.

Ask yourself: Can my child do this with less help?

YES

- Try giving a lower level of help.
- If the child is successful, continue to use the lower level of help.
- If the child is not successful, keep giving a higher level of support for a little longer.
- After some practice and when your child has learned some of the steps, **you might use all three levels of help.**
- Show and say for familiar steps (or perhaps even no help at all), and a little or a lot of physical help for new steps.
- **A child may need a different level of help for each of the steps, depending on how easy or difficult the steps are.**
- **When a small step is brand new – and especially when a big task is all new – your child may need a lot of help (physical help) for all steps of the routine.**
- Remember that your child is learning each time you do the skill with them, even if they need a lot of help for every step.
- Each time you practise the routine, check to see if you can reduce the level of help for your target skill.

Explain

- We do not expect children to learn all the steps at the same time.
- Some steps will be more challenging than others and may take longer to learn.
- You may have to practise one step many times before a child can do it on their own.
- Your goal is to reduce the level of help you are providing as quickly as you can. However, if your child still needs physical help to complete a step, it is OK to start with this level of help to reduce the child's frustration and ensure that the child has success.
- There are three levels of help we can use.
- They go **from the smallest to the biggest amount of help:**
 1. Show and say;
 2. A little physical help;
 3. A lot of physical help.

Show and say

A little physical help

A lot of physical help



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 154).

- 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 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.

Remember! Every time you practise, ask yourself:

- Is this goal still appropriate for my child?
- Is the target skill too hard? Is there a different step I need to target first?
- Is the target skill too easy? Can my child already do this step with little or no help? If yes, then I can select the next step to target in the sequence.



Tip 3: Give clear and consistent instructions and praise your child for trying

- Facilitator reads and explains the pictures, and participants follow in their guides (page 155).

- **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?

- Facilitator reads and explains the pictures, and participants follow in their guides (page 156).

- 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 that 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.



Plan for home practice and practice in pairs: teaching small steps and providing levels of help (25 minutes)

Explain home practice

Facilitator reads, and participants follow in their guides (page 157).

Each person will

- 1) *Continue to practise two home or play routines with your child. These could be the same routines as you did before, or something different. When you do the routines, plan to spend at least 5 minutes noticing and responding to your child's communication.*
- 2) *Choose one small step of a bigger task within one of the routines that you want your child to learn. We identified earlier today which task and step you want to focus on. Try to practise this task at least three times per week.*
- 3) *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.*
- 4) *Choose one thing you can do for your own well-being this week. This could be something small such as having a telephone call with a friend or taking a walk in nature.*

Preparing the home practice

- *Remember: the home practice will be easier for you and your child if you **choose the right time** to do the activity (when the child is calm and cool).*

During the home practice

- **Show and tell your child what to expect**
 - *Give a reminder of the time left before the end of the activity – e.g. “We’re almost done!” “10 more seconds and then we finish!” [then count down from 10].*
 - *Break difficult or long tasks into a few smaller tasks with breaks in between. Consider using visual supports. We will talk more about this later.*
 - *Remind the child that an activity they like will come afterwards – e.g. “First we brush teeth, then we read a story.”*
- **Remember:**
 - ***make the activity more fun or enjoyable and offer praise** to keep your child cool and calm or to bring her/him back to being cool and calm;*
 - ***give your child a break** if you see that your child is beginning to show ‘yellow’ signs (signs of being dysregulated).*

EXPLAIN

Tips

- **Show and Say**
 - *Break the skill into small steps and teach your child one small step at a time.*
 - ***Show and say** to give the lowest level of help needed for your child.*
 - *Give clear and consistent instructions.*

Facilitation notes

- Explain the practice in pairs, as described below.
 - Divide participants into two groups, each led by one of the facilitators.
 - Each caregiver will discuss and plan their home practice and then role-play it with the facilitator acting as their child. See “Explain activity” below, which describes what each caregiver should discuss and plan.
 - Facilitators will go around to each caregiver so that they can practice. Each participant will act as the adult and the facilitator will act as their child.
 - For each participant, facilitators will ask:
 - how they will break the skill into small steps;
 - which small step they will teach the child and how;
 - how they will support engagement and communication.
 - Participants should role-play with the facilitator and demonstrate:
 - teaching a small step within a target routine;
 - keeping the activity fun, positive and full of praise.
 - Facilitators should move from one participant to the next, allowing each person to practice and giving constructive feedback where appropriate.
 - After demonstrating with both caregivers, the facilitator suggests that participants repeat the role-play with each other.
 - Facilitators should support the discussion and answer questions.
 - **It is very important that each participant has a chance to do the role-play.** Time the activity so that each caregiver can join the role-play. If you are pressed with time, you may ask caregivers to role-play specific strategies (e.g. in turn, how to set up the space, or how to offer choices). Aim to have each caregiver role-play all strategies.
 - If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role-play in pairs with each other and with another caregiver if they are comfortable doing so.
 - Remind caregivers to be respectful of others and to provide encouragement to one another
 - Explain all instructions before the practice.
 - After the home practice discussion, invite participants to fill out the “Personal goals” section on “Personal goals” on page 146 of the participants’ guide.
-

Explain practice in pairs

- *This is to practise this session’s skills and strategies and prepare for the home practice on teaching small steps and providing levels of help.*
- *All participants will demonstrate and discuss how they will use the tips from this session at home with their child.*
- *Remember, fun activities are more successful.*
- *We will divide into two groups: one group will go with one facilitator and the other group will go with the other facilitator.*
- *Remember our group rules during this activity:*
 - *after everybody has practised, you can help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;*
 - *respect each other’s privacy.*

Each caregiver will discuss with the facilitator:

- your routine;
- what your child can do successfully in this routine;
- what you think the first step to teach will be;
- what level of help you think you will have to provide.



and then demonstrate with the facilitator:

- this routine (the facilitator or another participant can role-play your child);
 - the first step you will teach;
 - the level of help you will provide to start.
- Facilitators will come around and practice with you.
 - After the practice, we will think about how you can do something for yourself too. You will be asked to share:
 - What is something you can do for your own well-being this week? It can be something that makes you feel more relaxed or rested.

? The questions for discussion are:

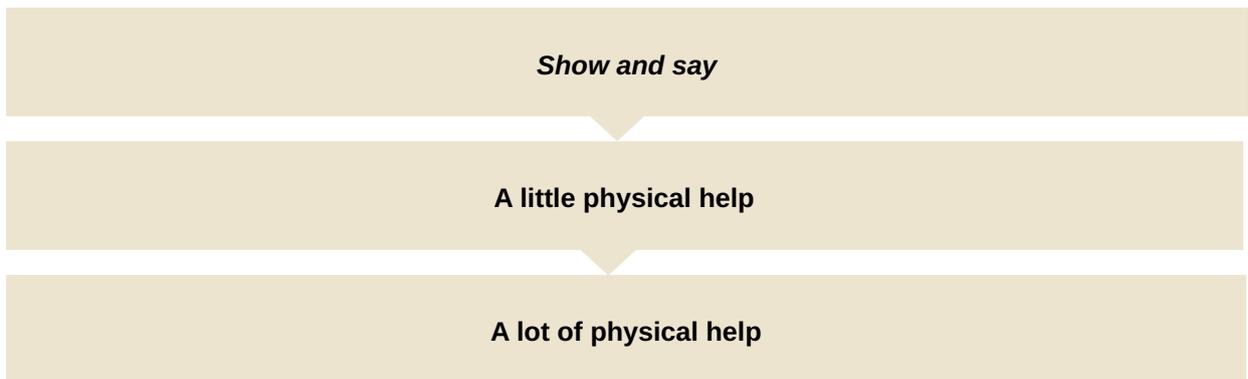
- How will you know if your child needs more help?
- What will you do next if your child needs more help?
- How will you know if your child needs less help?

Explain (Closing comments)

- In the next session we will discuss the home practice activities.
- It is OK if they did not go well.
- These activities may be difficult at first, but children will make the most progress when caregivers practise the activities regularly.

Review the session and plan for the next session (10 minutes)

The three levels of help are:



Review of key messages and tips



Key messages

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



Tips

Break the skill into small steps and teach your child one small step at a time.	Let your child learn! Give the lowest level of help needed for your child to be successful.	Give clear and consistent instructions and praise your child for trying.	Ask yourself: can I teach a different step?
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Group discussion: Skill review (5 minutes)

? ASK

- *What did you find was the most meaningful key strategy for your family?*
- *Other thoughts? Other questions?* Encourage participants to respond to one another.



Planning for the next session

Reminder for next session

- *Our next session will be Session 7. We will discuss child behaviour, positive behaviour, and skills (give date, time and place).*
- *If you cannot attend, you are welcome to return to Session 8:*
 - *come early to review what was missed.*
- *Please bring some of the materials you use during your home practice routine to the next session so you can use them to practise.*

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for children to learn new skills

Additional tips for caregivers of children with other health conditions:

- It can be especially challenging to teach children with other health conditions how to do everyday activities such as dressing and washing. It takes more time to teach children with other health conditions how to participate in everyday activities but it is important to give them a chance to learn. Avoid doing everything for the child.
 - For children with problems with body movements and body posture, everyday activities may need to be changed slightly to help them. For example, a child who has difficulty sitting can learn to put on their pants while lying down.
-

Session 6: Annex – Optional demonstrations

INSTRUCTION

Use these demonstrations in addition to, or in place of, the demonstrations in Session 6.

Demonstration: “Breaking a routine into small steps and using a picture activity schedule”

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - The facilitator who will play the child will lead the first part of the activity.
 - Set up a basin of water on a table with two toothbrushes, toothpaste, two cups, and a cloth or towel. Participants should gather around the basin. The facilitator will stand behind the basin, facing the participants.
-

Introduction

Explain

*This demonstration will help us to learn to use a **picture schedule** to help a child to understand the sequence of **small steps** that make up the **routine**.*

*In part 1, I will demonstrate how to use a **picture schedule** for brushing teeth, using the **Show and say** strategy.*

Demonstration

“Child” facilitator explains to participants:

*Now that we have identified your routine and the small steps, we are going to work on a visual strategy to help our children to understand the sequence of small steps that make up the routine. We call this a **picture activity schedule** where each small step in the sequence is represented by a picture icon. We use picture schedules because:*

- *pictures give children another way to understand the activity;*
- *you can use the schedule to help your child to understand where you are in the sequence and what will happen next.*

You can show the following 'Picture schedule for brushing teeth' to the participants.



"Find the location"



"Turn the tap on"



"Wet the toothbrush"



"Put toothpaste on the brush"



"Brush our teeth"



"Spit in sink"



"Rinse your mouth"



"Spit water into sink/basin"



"Rinse toothbrush"



"Turn off tap"

In the first part of this activity, we will practice breaking a routine into a series of small steps. This will help us later when we want to teach these steps to a child.

- **Show and say**
- *In this demonstration we are going to use our strategy of **show and say** to help our child understand the small steps of brushing teeth.*
 - *We will **show** the child the picture of the step and “**say**” – **commenting** on the step using words.*
 - *In this demonstration we will focus on practising the use of the picture schedule and we will pretend that our child knows all the steps of this routine.*
 - *In the next demonstration, we will talk about strategies that we can use to teach a new step and what to do when our child is not engaged, shows challenging behaviour and does not know all the steps.*

Part 1: Break a routine down into small steps

Adult: **To participants:**

We will start this activity in the same way as our other routines.

First, we need to set up the environment

- *Get in front of your child at the child's level.*
- *Plan to use language that is at your child's level.*
- *Give the child room to communicate by pausing after you **show and say**.*
- *Respond to any signs of communication from your child (eye gaze, gestures, sounds, words).*
- ***Get the materials ready:***
 - *a basin of water on a table;*
 - *two toothbrushes (one for the adult and one for child);*
 - *a toothpaste*
 - *two cups (one for the adult and one for child);*
 - *a cloth or towel;*
 - *a picture schedule for brushing teeth.*

Now that we have checked that we have everything we need, we will take our picture schedule and go and get our child.

Adult: Approach the child.

Child: Seated and playing with toy.

Adult: Say “OK, two more minutes to play and then we are going to go brush our teeth.”

Adult: **To participants:**

What supports could you use to help your child understand this transition if change is difficult for your child?

Examples:

- *a timer;*
- *picture support (a schedule with a picture of toys, and then a picture of brushing teeth).*

Now we have waited two minutes, I am going to help my child by counting down the last three seconds and then we shall go to the sink in the bathroom.

Step 1: *Find the location where the child will brush her/his teeth.*

- Adult:** Tell the child: *“OK, three more seconds. 3 – 2 – 1. We are all done with toys. Time to go brush our teeth!”*
Show [Point to the first picture and go to the sink.]
- Adult: To participants:**
*Now we are at the sink in the bathroom [adapt as appropriate]. For each of the following steps we will **show** our child the step on the picture schedule and then we will explain by **saying** the step.*
We are ready for Step 2.
Step 2: *Turn the tap on* [Activate the water source. Note that this step may not be necessary in some situations – e.g. if you are using water in a basin.]
- Adult:** Show [Point to the second picture of turning on the tap.]
Say, *“First, we shall turn on the water.”*
- Child:** [Help to turn on the water.]
- Adult: To participants:**
Step 3: *Wet the toothbrush.*
- Adult:** Show [Point to the third picture of the toothbrush under the tap.]
Say, *“Let us wet the toothbrush.”*
- Child:** [Put the toothbrush under the water.]
- Adult:** Praise and IMITATE: *“Toothbrush in the water!”*
- Adult: To participants:**
Step 4: *Put toothpaste on the brush.*
- Adult:** Show [Point to the fourth picture of putting toothpaste on a brush].
Say, *“Toothpaste goes on the brush.”*

PAUSE for the child to try.
- Child:** Does not try.
- Adult:** Says again.
Say, *“Toothpaste goes on the brush.”*
- Child:** Puts toothpaste on brush
- Adult:** Says *“Well done!”*
- Adult: To participants:**
Step 5: *Brush teeth*
- Adult:** Show [Point to the fifth picture of brushing teeth].
Say, *“Brush our teeth.”*
- Child:** Repeats *“Brush our teeth.”* [Places brush in mouth and begins.]
- Adult:** Praise and IMITATE: *“We are brushing our teeth!”* [Adult begins to brush too.]

Facilitation note

- You may end the demonstration here or you may continue with the next steps if you think the participants will benefit from watching the entire routine.
-

Adult:	To participants: Step 6: <i>Spit in sink.</i>
Adult:	Show [Point to the sixth picture of spitting in the sink.] Say, " <i>Spit toothpaste in the sink.</i> " PAUSE for the child to try.
Child:	[Spit toothpaste into the sink.] Say, " <i>Spit the toothpaste.</i> "
Adult:	Praise and IMITATE [Spit toothpaste.] and say " <i>Spit the toothpaste!</i> "
Adult:	To participants: Step 7: <i>Rinse your mouth.</i>
Adult:	Show [Point to the seventh picture of tipping cup up to mouth] Say, " <i>Rinse our mouth with water.</i> " PAUSE for the child to try.
Child:	[Takes the cup, fills it with water, and begins to rinse mouth.]
Adult:	Praise and IMITATE: " <i>Rinse our mouths!</i> " and rinse mouth with water too.
Adult:	To participants: Step 8: <i>Spit water into sink/basin.</i>
Adult:	Show [Point to the eighth picture of spitting in the sink; spit out water.] Say, " <i>Spit water in the sink.</i> " PAUSE for the child to try.
Child:	[Spit out water.]
Adult:	Praise and IMITATE: " <i>Spit out the water!</i> "
Adult:	To participants: Step 9: <i>Rinse toothbrush.</i>
Adult:	Show [Point to the ninth picture of rinsing toothbrush]. Say " <i>Rinse toothbrush.</i> " PAUSE for the child to try.
Child:	[Rinse toothbrush]
Adult:	Praise and IMITATE [Rinse toothbrush]
Adult:	To participants: Step 10: <i>Turn off tap</i> [Close the water source.]

- Adult:** Show [Point to the tenth picture of turning off the tap].
Say, "Turn off water."
- PAUSE for the child to try.
- Child:** [Turn off the tap.] Say, "I brushed my teeth!"
- Adult:** Say, "Wow, you brushed your teeth!" [High five or other regionally appropriate praise].
- Praise the child and celebrate for finishing the sequence.
- Child:** [Return high five.]

Discussion

? ASK: *What strategies did you see the adult using in this teeth-brushing routine?*

Possible answers

- **Show and say** with picture schedule
- **Pause** for the child to try the step. The adult stays active in the routine.
- **Imitate** the child's actions to have a role in the routine.
- **Respond and expand** the child's communication.
- **Praise** the child for trying the step.

Explain

Remember that you can use all the strategies you have learned about communication and setting up a routine:

- *Try to stay active in the routine and take your turn. Keep it fun, positive, and do it together.*
- *You can comment throughout your routine to demonstrate language that your child can use during the routine.*
- *Respond to your child's attempts and successful actions by commenting/praising and (when appropriate) by taking your turn to do the same step.*
- *Remember your communication strategies: give your child room to communicate (pause), respond, and expand your child's communication.*

Facilitation notes

Questions that the facilitator may be asked:

Q: This is a lot of steps! What if my child gets overwhelmed looking at all these steps?

A: This is an example of a long schedule; it has all nine steps of brushing teeth that we talked about earlier. Your schedule can have fewer steps. For some children, seeing nine steps will be overwhelming. For example, imagine that a child is learning the very first step of brushing teeth. You can fold your schedule so that only the first two steps are showing: 1) find the location, and 2) turn on the tap. You can stop the schedule here and physically help the child to finish the rest of the steps (which you know you will have to help the child complete) OR you could show the next 2–3 steps.

Q: What if my child does not comply with the task? What do I do if I see challenging behaviour when we try this task?

A: This example is an ideal situation where the child can complete each step in the correct order to practise using the picture schedule within the routine, and to practise our basic environment and the communication skills we have already been introduced to. Next we will talk about the levels of help you can give to a child who cannot yet engage in the routine at this level. In that example we will work through the challenges of introducing a new target step.

? ASK: *Does anyone have any questions?* Encourage participants to respond to each other.

BREAK (15 minutes)

Part 1: Providing levels of help (25 minutes)

Facilitation notes

- One facilitator is the adult, the facilitator is the child
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.

Adult	<p>The facilitator who will play the adult explains to participants:</p> <p><i>Our first demonstration included a child who was very comfortable engaging in the teeth-brushing routine, and we practised using a picture activity schedule. Now we will learn about the levels of help we can use to support a child who is learning a new target skill and has a difficult time engaging in the same teeth-brushing routine. After this demonstration, you will all have a chance to practise these strategies.</i></p> <p><i>How can we help our children to learn new skills when “Show and say” is not enough?</i> <i>We can give different levels of help. We need to give the child the opportunity to learn, so we always give her/him the minimum amount of help needed to be successful in that step. The lowest level is “Show and say”.</i></p> <p><u>(1) Show and say (model the action and say the words)</u></p> <ul style="list-style-type: none"> ▪ <i>This is the first teaching strategy you should try and the lowest level of help.</i> ▪ Show means you are modelling or showing the child how to do the step or skill. ▪ When you show, also comment (say): give your child language to use with this step. ▪ To show and say means to show the child the action you want them to do and to label it with words you say at the child’s language level. ▪ <i>Example: You are trying to teach your child to pull up the zipper on his/her jacket. You show your child by facing the child and pulling up the zipper saying “Pull up” to describe the action.</i> <p><u>(2) A little help to do the action (partial physical help)</u></p> <ul style="list-style-type: none"> ▪ <i>We can give a little help to start or finish the action.</i> ▪ <i>This means that we can physically help our child with a part of the action/skill.</i> ▪ <i>This level of help is often used when children need help with the physical demands of the action (e.g. turning on the tap to start the water, or opening a difficult container).</i> ▪ <i>Example: continuing the jacket routine. You give a verbal reminder – “say again” – and your child tries to pull the zipper but her/his hand slips. You know this is a challenging action for your child so you decide your child needs more help. You give a little (physical) help by taking your child’s hand and gently helping her/him to start the action of pulling up the zipper. Your child finishes the step by pulling the zipper up to the top of the jacket.</i> <p><i>What happens if you have given a little help and your child needs help to finish the step too?</i></p>
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Adult | **(3) A lot of help to do the action (complete physical help)**

- *This is the most help we can give.*
- *This means that we will take the child's hand and help them to do the entire skill.*
- *You can try this level of help for a brand new skill that you know your child cannot do yet.*
- *Example: continuing the jacket routine. Let us imagine that your child was not able to finish the step. She/he stopped pulling the zipper after you let go of their hand. So you give more help to finish the step – a lot of physical help – by taking your child's hand again and gently helping her/him to pull the zipper the rest of the way. In this step you helped your child physically to complete the action from start to finish.*

When you help:

- 1) **Be clear:** *Use specific words at your child's level and try to move your body so that your child can see when you show the action.*
- 2) **Be consistent:** *Each time you practise the routine, keep your expectations the same until your child is ready to progress to the next step.*

Note: *On a challenging day when your child is sick or very tired you may need to help a little more. That is OK! Challenging days are not the best times to practise new skills.*

- 3) **Kind but firm:** *When you give an instruction or a spoken reminder, try to be kind and positive but also be firm. Sometimes when we anticipate that our children will show challenging behaviour we may hesitate or ask questions. This can increase our children's challenging behaviour or suggest to them that something is wrong. Keep it positive and be confident when you give an instruction.*

Remember to praise your child each time for trying!

As you watch the demonstration, look and listen for the three levels of help. We shall discuss these after the demonstration.

Since we have already **set up the environment**, we can begin.

Child: Begin by sitting alone with your back to the other facilitator. You are very interested in a set of boxes that you like to line up.

Adult: Notice that the child is very interested in the boxes. Take out your timer and walk up to the child.

Adult: **To participants:**

I know that Jasmin gets very interested in lining up her favourite boxes. I think this transition could be a signal and she will need help to stay cool, calm and ready to learn. I try to use a timer for transitions that I think will be difficult for her. I will set my timer to 2 minutes and I will try to be positive, clear about my expectations, and kind but firm when I give her a warning that in 2 minutes we will go and brush our teeth.

- Adult:** Say, "OK Jasmin, you have 2 more minutes to play [Show the child the timer with 2 minutes set] *and then we will brush teeth!*"
- Child:** Whines and turns away. Says, "*I am not done!*"
- Adult:** SHOW [Show Jasmin the timer with 5 seconds left].
Say, "*Jasmin we have 5 more seconds to play: 5 – 4 – 3 – 2 – 1* [timer sounds]. *It is time to brush our teeth!*"
- Child:** Whines and flops to the floor. Shouts, "*No!*"
- Adult:** **To participants:**
I knew this transition might be difficult. I think Jasmin understands what I am asking, but she is trying to delay or stop the transition to brushing her teeth. I will help her stand up and walk to the bathroom. This time I have used a timer but I can also use countdown (counting with my fingers).
- Adult:** Say, "*Let us go brush teeth.*" [Pretend to help the child to stand up.]
- Child:** [Pretend to be guided in getting up; walk to basin with the adult.]
- Adult:** **To participants:**
I want to be clear, consistent and kind when I help her. I am trying to make our routine fun and playful whenever I can to encourage her to keep going and to share the routine with me.
I have the teeth-brushing picture schedule taped to the wall in front of us.
- Adult:** Show [Point to the picture schedule step – turning on the water].
Say, "*Turn on the water.*" [Start to pretend to turn the tap on.]
- Child:** [Turn the tap.]
- Adult:** **To participants:**
Good, Jasmin turned the tap after I used "show and say" to demonstrate the first step to get us started. I know that Jasmin knows that the next step is to wet the toothbrush and that she can do this on her own so I will pause and wait for her to try.
- Adult:** PAUSE [Look at child and wait for the child to initiate putting the toothbrush in the water.]
- Child:** [Fiddle with the tap, then put the toothbrush into the water and splash it around.]
- Adult:** RESPOND, "*Wet the brush.*"
IMITATE [Take your turn putting the toothbrush in the water].
- Adult:** **To participants:**
*Adding toothpaste to the brush is our **target skill**. I know that Jasmin usually needs me to **say again** to remind her to add the toothpaste. But I will ask myself whether my child can do this step with less help. I will pause to give Jasmin the chance to start this step. If she does not, I will **show and say**.*
- Adult:** [Wait for the child to reach for toothpaste and squeeze paste onto the brush.]
- Child:** [Continues to play in the water and does not notice the adult is waiting.]
- Adult:** SHOW [Pick up toothpaste] and say, "*Let's add toothpaste!*" [Show toothpaste to the child].
Pause – wait for the child to respond.
- Child:** [Looks over and then picks up the second tube of toothpaste.]
- Adult:** RESPOND, "*Yay, we have toothpaste!*"

- Adult:** **To participants:**
I know that Jasmin needs my help to complete the rest of the teeth-brushing routine. She does not like the feeling of the toothbrush scrubbing her teeth so I need to help her brush her teeth.
- Adult:** Say, “Brush our teeth.”
- Child:** [Moves toothbrush out of reach.] Says, “I don’t like it.”
- Adult:** Say “We will brush for three seconds. Let us do it together.”
WAIT
- Child:** [Moves toothbrush to teeth.]
- Adult:** A little help [Give a little physical help to start the action of brushing teeth] and say, “Brush for 3 – 2 – 1.”
- Child:** [Start to whine and squirm as if you are uncomfortable, but start to brush your teeth.]
- Adult:** RESPOND “You are doing it! You are brushing your teeth!”
Remove brush from child’s mouth and say “We are all done brushing.”
- Child:** [Finish action, spit out toothpaste.] Say “Yuck!”
- Adult:** RESPOND “OK. We are done brushing!”
- Child:** “All done brushing. Have the water?”
- Adult:** RESPOND [Give the cup to the child].
Say, “Here is the cup.”
- Child:** [Take the cup and fill it with water, pour some in the mouth and start to rinse.]
- Adult:** RESPOND and IMITATE “We are rinsing our mouths. Almost done!” [while rinsing your mouth].
- Adult:** **To participants:**
I know that Jasmin knows that the next step is rinse toothbrush and that she can do this on her own so I will pause and wait for her to try.
- Adult:** PAUSE [Look at child and wait for the child to initiate rinsing toothbrush]
- Child:** Put the toothbrush into the water and rinse it.
- Adult:** RESPOND ‘Rinse toothbrush’
IMITATE
- Adult:** **To participants:**
I know it is difficult for Jasmin to turn off the tap when her hands are wet. I will help by wiping the tap with the towel and starting the action.
- Adult:** SHOW [Pretend to dry the tap with the towel] then say, “Turn off the water” and start to turn the tap.
- Child:** Say, “Let me try.” [Put hand on tap, slip].
- Adult:** A little bit of help. Say, “Good try. Turn off water” and physically help to finish the action.
- Child:** [Grabs towel] “Dry towel.”
- Adult:** RESPOND and SAY: “Dry our hands!” and pretend to dry hands on towel in front of child.
- Child:** [Dry hands] “Dry hands.”
- Adult:** SAY: “Yay Jasmine! We brushed our teeth!”

Discussion questions

? ASK: *When did you notice show and say?*

Possible answers

- To help show Jasmin what to do after she started the step (e.g. adding toothpaste: Jasmin started by splashing the water; drying hands: Jasmin grabbed the towel).
- When the adult wanted to try a lower level of help before giving physical help (e.g. the child has toothpaste on the brush but is not brushing her teeth), the adult tried show and say to demonstrate how to brush. In this case, Jasmin needed more help and the adult gave “a little help” next. That is OK! It is better to give the child a chance to try with less help and add more help if you need to.

? ASK: *When did I help Jasmin by saying again?*

Possible answers

- We thought we would have to use *tell again* to add toothpaste. The adult decided to try a lower level of help – **show and say**. Jasmin was able to complete the step (adding toothpaste) without the adult having to remind her and **say again**.

? ASK: *When did the adult give “a little physical help” (partial physical help)?*

Possible answers

- When **show and say** was not enough help for Jasmin to start brushing her teeth, the adult gave more help by physically helping her to start the action of putting the toothbrush in her mouth and starting to brush.

? ASK: *When did the adult give “a lot of physical help” (physical help from start to end)?*

Possible answers

- In this case, the adult started the teeth-brushing routine with a challenging transition from an activity Jasmin likes a lot – playing with the set of boxes. The adult used “a lot of help” to get Jasmin to stand up to walk to the sink.

? ASK: *How much help should I give? How do you know how much help to give?*

Possible answers

- We do not want to be physically helping our child to complete every action because we want our children to learn to do these steps on their own.
- Some children will need more support than just showing them the step.

? ASK: *Can my child do this with less help?*

Note: If the answer is “Yes”, try giving a lower level of help. If the child is successful, you can continue to use the lower level of help. If the child is not successful, this means you need to keep the higher level of support for a while longer.

Explain

*Once you have been practising a new routine for a while and your child has learned some of the steps, **you might use all the levels of help:***

- *show and say for familiar steps (or maybe even no help at all!); and*
- *a little or a lot of physical help for brand new steps.*

A child may need different levels of help for each of the steps, depending on how easy or difficult the steps are.

When a small step is brand new – and especially when a big task is all new – your child may need a lot of help (physical help) for all steps of the routine.

Remember that your child is learning every time you do the skill with them, even if they need a lot of help for every step.

Keep checking in with yourself each time you practise the routine to see if you can reduce the level of help for your target skill.

Reminders:

- *We do not expect children to learn all the steps at the same time.*
- *Some steps will be more challenging than others and may take longer to learn.*
- *You may have to practise one step many times before your child can do it on their own.*
- *Your goal is reduce the level of help you are providing as quickly as you can. BUT, if your child still needs physical help to complete a step, it is OK to start with this level of help to reduce the child's frustration and ensure the child has success.*

7

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



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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 7 – one for each participant.
- Behaviour thermometer – one copy printed in colour (from page 14 of the participants' guide).
- Participant feedback forms.
- Large pieces of paper (5–10) and markers to display ideas for the group OR access to a chalkboard or whiteboard. [*Consider need for adaptation*]
- Clock or timer to keep track of time during the session.
- Materials for the demonstration: bag and objects for clean-up routine.
- Materials for the practice in pairs: e.g. wash cloths, clothing, bowls and spoons, toys, books etc.

Learning objectives

1. Identify when children are regulated (cool) and “dysregulated” (warm or hot).
2. Understand the four reasons for challenging behaviour – to communicate, to escape or avoid something, to get attention, and to get access to sensation.
3. Identify the three parts of behaviour (before, during, after).
4. Identify signals for challenging behaviour (before the behaviour).
5. Scan the environment to reduce the chances of challenging behaviour.
6. Give visual and spoken warnings before changes happen.

Key messages

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

Skills and strategies (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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice activity. Introduce Session 7
10 minutes	Ling's story: Understanding children's behaviour and regulation
5 minutes	Reviewing the behaviour thermometer: Staying regulated: calm, cool and ready to learn
10 minutes	Understanding children's behaviour and reasons for that behaviour
10 minutes	Understanding the three parts of behaviour: focus on before the behaviour
15 minutes	***BREAK***
10 minutes	Demonstration part 1: Getting ready to leave with Tyree
15 minutes	Demonstration part 2: Leaving the house with Tyree – Help a child to stay cool during a challenging transition
25 minutes	Plan for home practice and practice in pairs: strategies to stay engaged, regulated and preventing challenging behaviour
10 minutes	Review the session and plan for the next session

Time = 60 minutes before the break and 60 minutes after the break

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *One hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily in through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: with each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 7 (20 minutes)

Review key messages and tips from the last session



Key messages

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



Tips

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

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

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

Ask yourself: can I teach a different step?

Discuss home practice

- In the last session you each **chose a target skill (small step) to teach your child within a routine.**
- We were to support learning using the **three levels of help.**
- Take a moment to think about the target you set for your child during the last session.



Review home practice plan from the last session

- Choose two routines; **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.
- Plan the level of help you will start with.

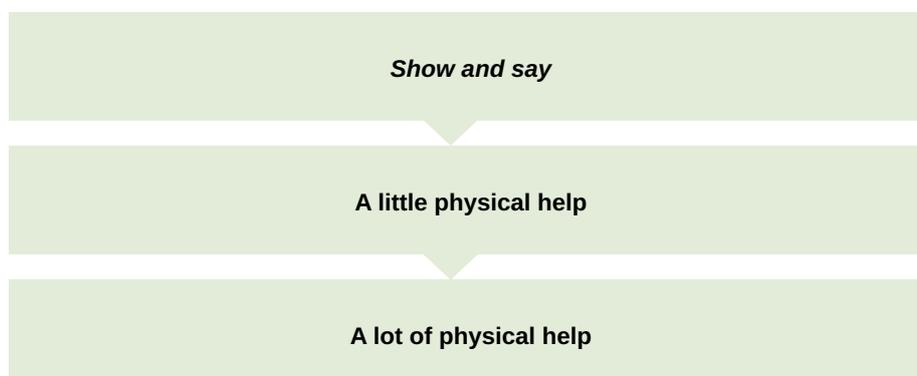
Participants share home practice experiences

ASK: What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity you did.

Please share:

1. What routine did you practise?
2. What was the **target small step**?
3. What level of help did you provide for the target step?

The three levels of help are:



Facilitation notes

- Encourage participants to share their specific experiences, whether positive or negative.
- Invite participants to share one thing that went well this week. It does not have to be an example of the child's skills but it could be an example of a time the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.
- Repeat and affirm/praise responses.
- Ensure that everyone has a chance to speak (but do not let anyone speak for too long).
- Encourage the participants to support and give suggestions
- After reviewing the home practice, have participants fill out the page called "Home practice review" on page 5 of the participants' guide.

[Consider need for adaptation]

ASK: *Are there any questions?* Encourage participants to respond to each other.

Introduction to Session 7

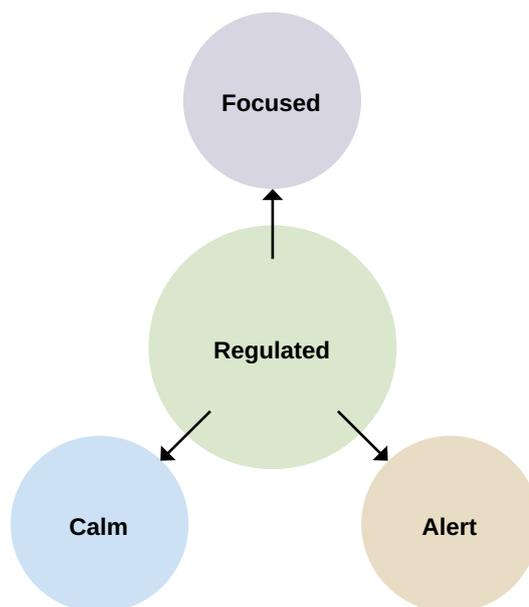
Facilitator reads, and participants follow in their guides (page 168).

- *Today we will learn*
 - **how to help children 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.**

Ling's story: understanding children's behaviour and regulation (10 minutes)

Explain

- **Behaviour** includes everything we do!
- **Skills** are the good things we want to see more of.
- **Challenging behaviour** is any behaviour that stops a child from being with other people, learning new skills, or is harmful for her/him or others.
- Examples of challenging behaviour are:
 - crying, tantrum (outbursts) behaviour, whining;
 - running away;
 - hitting, biting self or other people;
 - seeking sensations by doing repetitive actions.
- **Dysregulation:** When children show us challenging behaviour, this tells us that they are becoming upset.
- **Regulated:** When a child is **calm, alert, focused and ready** to learn.



GOAL

- To help your child stay “regulated” so that she/he is ready to learn new things.
- When children are regulated, they will show us less challenging behaviour.

Ling's story

Explain

- Ling focuses on her son's challenging behaviour at mealtime.
- **Look and listen** for behaviour that tells you when the child, Wei, is regulated and when he is not.
- **Invite** participants to choose one challenging behaviour they would like to reduce.
- **Look and listen** for a target challenging behaviour in Wei's story.

Facilitator reads, and participants follow in their guides (page 172).

Illustration

Facilitator reads



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 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. They 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!"

Discussion questions



ASK: *What **target challenging behaviour** would you try to reduce?*

Possible answers:

- Running away from the table at mealtime.

ASK: *How does Ling know that Wei is having a difficult time staying “regulated” and calm?*

Possible answers:

- Wei is getting up from the table and running.
- Wei is laughing very hard.
- Wei has a difficult time settling down once he gets excited.

ASK: *Why do you think Wei was running away from the table?*

Possible answers:

- To get his mother's attention during the chase game.
- To avoid or escape from sitting at the table.

ASK: *How is Ling helping Wei to stay seated at the table?*

Possible answers:

- **Praise and rewards** for sitting at the table.
- **Setting up the environment** by moving Wei to the side of the table where it is more difficult for him to get up, and moving her own seat so that she is next to Wei and in front of him.
- **Helping Wei to stay regulated and calm** by giving squeezes to help him stay seated.

DISCUSS: *There are four main messages that children can send with their challenging behaviour.*

Main messages

To get access to something	To get attention	To avoid or stop something	To get a sensation
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Reviewing the behaviour thermometer: staying regulated: calm, cool and ready to learn (5 minutes)

Review from Session 1

- Children with developmental delays and disabilities often have trouble organizing their bodies and their behaviour.
- This is caused by normal feelings: children may be anxious, upset, have too much energy, or too little energy.

The Behaviour Thermometer

- Remember that we can describe our children's behaviour in terms of three levels: **Hot, Warm, Cool** (Refer to participants' guide page 176)



Cool/Green (Regulated, calm and ready to learn)

- Children showing cool behaviour are calm, alert and ready to learn.
- Signs you may notice: smiling and laughing, body is still and relaxed, making sounds or talking.

Warm/Yellow (Showing first signs of agitation, frustration, distress, upset)

- When children are getting “warm”, the child is showing the first signs of frustration, distress or upset.
- Signs you may notice: Sounds that show the child is upset are repetitive sounds, whining, fussing etc., as well as fidgeting or moving more than in green, looking around, not taking turns or participating in the routine, becoming “unengaged”.

Hot/Red (“NOT regulated”, agitated)

- Children showing “hot” behaviours are very upset and need help to calm down. They may be angry, but they could also be very afraid or overexcited about something. A child in this state is unengaged and is not able to learn at this time.
- Signs you may notice: Crying, screaming, whining, tantrum behaviour, running away, rolling on the floor, overexcitement, running around.

- *Remember: Our goal is to help children stay regulated and ready to learn.*
- *Helping children stay cool or come back to cool from warm or hot can prevent or reduce challenging behaviour.*



Tip 1: Respond to skills and appropriate behaviour with praise and encouragement

- Facilitator reads and explains the pictures, and participants follow in their guides (page 177).

- **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.**

- *Noticing early signs of challenging behaviour and using strategies to help your child stay calm and regulated can prevent challenging behaviour.*
- *However, sometimes our children are “red” (not regulated or showing challenging behaviour). In the next activity we will talk about understanding why this happens.*

Understanding children’s behaviour and reasons for that behaviour (10 minutes)

Discussion

Explain

- All children show challenging behaviour.
- Behaviour happens for a reason – to obtain something that a child wants or needs.
- If the behaviour achieves this want or need, then it will occur more often.
- It is important to understand the reason for a child’s challenging behaviour in order to know how to respond.



Four main reasons for challenging behaviour

To get access to something	To get attention	To avoid or stop something	To get a sensation
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ASK: Does your child show any challenging behaviour?
 What is your child trying to say to you with her/his behaviour?

Help participants to identify reasons for challenging behaviour using the table below.

To get access to something	To get attention	To stop or avoid something	To get a sensation
Wants access to something	Looks at you directly after the behaviour, may smile	A challenging or non-preferred activity is presented	The behaviour is automatically rewarding by doing it
Needs your help to get access to something or support	It feels like the behaviour is turning into a game	Change or flexibility is needed	Access to this behaviour helps the child to “regulate” (come back to cool)
Tries to use sounds or body language to tell you but is not understood	If you look at or talk to the child the behaviour is more likely to happen	You have given a demand or instruction	

Some of the examples below are provided as illustrations in the participants’ guide (page 178).

1) Challenging behaviours that help a child to get access to something:

- A child may use challenging behaviour to communicate that she/he wants something because they are not able to use words or gestures.

Examples:

- *A child sees a favourite snack that has been put away on a high shelf. The child begins to whine and scream standing in front of the shelf until someone gives her/him the snack.*
- *A child has a favourite toy and his brother takes the toy away. The child starts to hit his brother until the brother gives the toy back.*

2) Behaviours that help a child to **get attention**.

- When a child gets attention for a behaviour, the child is more likely to do that behaviour again.
- **For many children, any kind of attention is rewarding.**
- Even scolding a child (negative attention) will make it more likely that the child will do that behaviour again.

Examples:

- *A child runs away when you try to start the bedtime routine. This chase game gives the child your attention and makes it happen more often.*
- *A mother is busy doing chores and her child starts whining to get attention. The mother responds by scolding the child. The scolding still gives the child the attention she/he was after, and this makes it more likely they will do it again.*
- *A child throws her spoon onto the floor during mealtime and her father picks it up, cleans it and gives it back to her.*

3) Behaviour that helps a child **avoid or stop doing something they don't like** (such as a task that is difficult or uncomfortable).

- If a child does not want to do an activity, and that activity ends when the child shows a challenging behaviour, that behaviour is more likely to happen the next time you try the activity.

Examples:

- *A child does not like having his teeth brushed and often whines when his older sister tries to brush his teeth. If he whines a lot and does not cooperate at the beginning, his sister decides not to brush his teeth that evening (the child's behaviour gets the teeth brushing to stop).*
- *When a child wants to go home, he falls to the ground.*

4) Behaviour that helps children **to get a sensation** they like.

Examples:

- *A child jumps up and down or squeezes you to get pressure.*
- *A child pulls toys from left to right in front of his eyes to get visual input.*
- *A child likes to touch smooth fabric and will rub the clothing of strangers on the bus.*
- *A child likes to put things in his mouth to chew on, and often chews on his clothing.*

It is important to understand that some behaviours happen for physical or medical reasons that children do not control, like wetting themselves in their sleep.

- Children should never be punished for behaviours they cannot control.

Review Ling's story

- *Wei would run away from the table.*

ASK: *What message do you think Wei was trying to send to his mother?*

Possible answers:

- *He wanted to get attention.*
- *He wanted to escape from or avoid her.*

Key message 1: Children can communicate by using challenging behaviour to get access or attention, to avoid something or to get a sensation

- Facilitator reads and explains the pictures, and participants follow in their guides (page 178).

The first key message is: 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. Challenging behaviour can help a child to:
 - get access to something they want;
 - get attention from someone;
 - stop or avoid something they do not like;
 - get a sensation or a feeling.



Get access to something they want



Get attention from someone



Stop or avoid something they do not like



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.

Understanding the three parts of behaviour: focus on before the behaviour (10 minutes)

Explain

- Children send messages with their behaviour.
- To understand, we need to look at more than just the challenging behaviour.
- What happened before and what happens right afterwards can help us understand:
 - if the behaviour is going to happen more or less often over time;
 - what triggered the child's behaviour (This may help us to avoid the trigger in future, so that the behaviour is less likely to happen again).

To reduce challenging behaviour, we have to think of:

- 1) Before: What happened before the behaviour.
- 2) During: The challenging behaviour.
- 3) After: What happened immediately after the behaviour.

Certain behaviours are like warning signals. For instance:

- Signals can warn us of challenging behaviour that is about to occur.
- We can look for signals immediately before a behaviour or signals that build over time.
- Signals tell us that a child is starting to feel “warm” or “hot” and is **not regulated**.

🔍 Examples of signals – Consider asking:

- Is your child more likely to get upset or to show challenging behaviour if she/he is uncomfortable (hungry, thirsty, ill, too hot or too cold)?
- How does your child manage when she/he has to stop one activity and start another?
- How does your child react to changing locations (e.g. going inside from outside)?
- How does your child respond to being in a noisy place with many distractions?
- Is your child more likely to get upset or show challenging behaviour when you are doing something that the child finds difficult?
- How does your child react to new tasks or activities?

Understanding what triggers challenging behaviour in your child may help you to avoid the trigger in future.

BREAK (15 minutes)

Demonstration part 1: “Getting ready to leave with Tyree” (10 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration – “Demonstration part 1: “Leaving the house with Dwane” which is in the annex – that shows how the tips for this session apply to a child with more advanced communication skills.
- This alternative demonstration could be used instead of or in addition to the demonstration below “Demonstration part 1: Getting ready to leave with Tyree” although more time will be needed to present both.

Explain

- One facilitator is the caregiver, Anne, and the other facilitator is the child, Tyree.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Example of a challenging clean-up routine

This demonstration will show the following tips

→ **Look & Listen** *Look and listen for signals before the challenging behaviour happens.*

Facilitation notes

- The child will sit on the floor playing with several toys with their back to the adult. The adult will be further away (in another area of the home) pretending to talk on a mobile telephone. The adult should have a bag or purse.

Part 1: Phone call

Adult:	Pretend to talk on a mobile telephone <i>“Thanks for calling ... I’m in a bit of a rush this morning. I need to get Tyree to school. I was hoping to make him something to eat but I don’t think I shall have time now... (pauses)”</i>
Adult:	[Check your phone to see the time] and say, <i>“Oh no...we’re going to be late!”</i> [Go over to the child and stand behind the child] <i>“Tyree I need you to get ready to leave! We’re going to be late!”</i>
Child:	[Turns and looks at the caregiver with a surprised expression and does not move.]
Adult:	[Takes the child’s hand. Tries to help him stand up.] <i>“I need you to get ready...come now”</i>
Child:	[Does not stand up and starts to whine]
Adult:	[Tries to help him stand up again] and says <i>“Tyree! I need you to get ready...let’s go.”</i>
Child:	Whines louder, resists getting up.
Adult:	<i>“This is so frustrating!”</i>

DISCUSSION

Guiding questions

ASK:

- *What happened before the behaviour that may have caused or contributed to Tyree's challenging behaviour?*
- *What did you think about how stressed Anne was? Could that have made it more likely that Tyree would get upset?*
- *What did the caregiver say about breakfast? Could that have made things difficult for Tyree?*
- *What could have made it difficult for Tyree to follow his mother's instruction?*



Possible answers

- **He was not given any notice before changing activities and may not have known what was happening.**
- **The caregiver was rushing and sounded stressed.** This could have made it harder for the child to stay “cool”.
- *One of the most important things you can do to help your child feel calm is to help yourself feel calm. You can try to plan ahead so you are not rushed and try to take care of yourself so you are less stressed. However, it is not always easy and some situations are just going to be difficult.*
- **The child might have been hungry** because there was no time for the caregiver to make his breakfast.
- *Making sure that your child eats regularly will help the child to stay regulated.*
- **The child might not have heard or been able to follow the instruction** (the instruction “We need to get ready to leave” was not clear. Tyree may not have heard it or may not have thought his mother was talking to him. He may not have understood the words (there were too many words); there are a lot of steps in getting ready to leave and he may not have known how to start).



Tip 2: Look and listen for signals before the challenging behaviour

- Facilitator reads and explains the pictures, and participants follow in their guides (page 180)

- **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.

Demonstration part 2: Leaving the house with Tyree – Help a child to stay cool during a challenging transition (20 minutes)

Facilitation notes

- Facilitators may decide to present an alternative demonstration [Demonstration part 2: Getting ready to leave with Dwane: Help a child stay cool during a challenging transition] in the annex that shows how the tips for this session apply to a child with more advanced communication skills.
- This alternative demonstration could be used instead of or in addition to the demonstration below “Demonstration part 2: Leaving the House with Tyree” although more time will be needed to present both.

Explain

- *Signals can make challenging behaviour more likely to happen.*
- *Transitions or changes are often difficult for children with developmental challenges.*
- *Transitions can be stressful when children do not understand what is coming next or why they need to stop doing what they are doing.*
- *All children benefit from clear structures and routines in their day.*

ASK: *What can we do to help Tyree stay cool during a challenging transition and reduce signals?*

Possible answers

Set up the environment to reduce chances of challenging behaviour

- Reduce clutter:
 - Remove extra objects to make the space less overwhelming.
 - If you know your child may get stuck on an object (e.g. spinning, constantly looking at the object) and that removing the object will lead to challenging behaviour, take the object out of the room before you begin your routine.
 - If your child throws objects or knocks objects over when in yellow or red, remove extra objects before you begin.
- Add a table and chair:
 - If you know that your child needs more structure or help to sit up during your routine, try adding a table and chair instead of standing or sitting on the floor, or sit your child with her/his back against a wall.
- Have the materials you need ready.
- If you need a timer, or a picture schedule have these materials ready before you get your child (we shall talk about these materials in the next session).

Countdown warning

- Countdowns provide a verbal warning that a change is coming. You can also use a visual warning with your spoken countdown (e.g. use a timer, show numbers with your fingers).
- This is simply a way of letting a child know that a change is coming soon (such as: "OK Danielle, five more minutes to read and then it's bedtime" or "OK Cara, you can play until I have finished my chore, and then we need to leave the house". Then, slightly later, say: "Cara, I have now nearly finished my chore, you nearly have to stop playing." When you have finished, say "Cara, I have now finished my chore. I will count to three, and then we will go".
- For children who need more visual supports we can add timers, pictures and other supports so that the child can see the time counting down, or you can show numbers with your fingers, counting down from three to zero.

Praise: keep the routine positive and rewarding!

- Praise is a spoken reward that makes the behaviour more likely to happen again.
- Staying positive and trying to keep the routine fun and rewarding will help your child to stay regulated and engaged in the routine.

Explain the demonstration

- *Tyree's mother is going to use a countdown and timer strategy to help Tyree to stay calm and understand the steps of the challenging transition.*
- *Set up the scene the same way: the child will sit on the floor playing with several toys with their back to the adult.*
- *Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.*

This demonstration will show the following tips

- *Arrange your environment and give warnings before changing activities to help your child stay cool.*
- *Respond to skills and appropriate behaviour with praise and encouragement.*

Setting up the environment: Reducing chances of challenging behaviour

Explain

- *I know that we will have to clean up, so I have a bag ready to put the toys in.*
- *We are running late but I am going to try to stay calm because I know it will help my child to stay calm.*
- *I want to give Tyree advanced notice this time.*
- *I am going to let him know that he has 2 minutes left to play.*
- *I will use a spoken countdown and use my fingers to show him how much time is left so I do not need any extra materials.*
- *I will also use gestures to help him understand what will happen next.*
- *I know that Tyree likes going on errands with me. I think our transition will be smoother if I tell him that we get to go outside after he cleans up.*
- *I want to get in front of Tyree so he can hear me and know that I am talking to him.*
- *I will clean up a couple of the toys that Tyree is not using right now. This will help keep our clean-up time short to give Tyree less time to get to warm or hot. [Collect the extra materials in the bag.]*

Adult:	Get on the child's level in front of the child. Gently get the child's attention (e.g. say "Tyree" and put your hand on his shoulder). Speak in a friendly but firm voice: <i>"Ok Tyree, 2 more minutes to play [Hold up two fingers], then we clean up [point to the bag] and go outside [point to the door]."</i> Get up and PAUSE
Child:	[Look at the adult]
Adult explains to participants:	<i>I want to give him notice when there is 1 minute left.</i>
Adult:	Get on the child's level in front of the child. Hold up one finger. Speak in a friendly but firm voice: <i>"We have 1 more minute and then we clean up [point to the bag] and go outside [point to the door]."</i>
Child:	<i>"NO"</i> [continue playing without looking at the adult].
Adult explains to participants:	<i>I know that transitions are challenging for Tyree. I am going to ignore his protest since he still has one more minute to play.</i> [wait for a few seconds without approaching Tyree] <i>Now I am going to count down the last 5 seconds and tell him it is time to clean up.</i>
Adult Show and say:	Get on the child's level in front of the child. Gently get his attention (e.g. say "Tyree" and put your hand on his shoulder). Speak in a friendly but firm voice: <i>"OK, 5–4–3–2–1– All done playing. Time to clean up [point to the bag] and go outside [point to the door]."</i>

Adult explains to participants:	<p><i>Now I know that cleaning up will be challenging so I am going to stay positive. I shall keep the routine fun and show Tyree that we are cleaning up by putting one of toys that he is not holding into the toy bag.</i></p> <p>Playfully put one of the toys from the floor into the bag and hold the bag open towards Tyree.</p>
Child:	<p>Whine slightly and put the toy on the ground.</p>
Adult explains to participants:	<p><i>I do not want to take his toy away so I start playfully to clean up the other objects he is not playing with. I say "Clean up, Clean up! Everybody clean up!" in a sing-song voice.</i></p>
Adult:	<p>When the adult has one toy left in their hand, she/he gets in front of the child, holds the bag open for the child and says, "Just do one". Then the adult tosses their last toy in the bag and says, "Toy in!"</p>
Child:	<p>Cries and tosses her/his toy in the bag.</p>
Adult:	<p>Say to the child in an enthusiastic tone: "Yay Tyree! We're all done!"</p>
Adult explains to participants:	<p><i>It is great that Tyree was able to throw the last toy in the bag. If a child does not want to do something, it helps to ask her/him to complete one tiny step (such as putting one toy in the bag). Then we can reward this positive behaviour by saying "all done" and ending the activity. This way, the difficult activity ends on a positive note, with praise.</i></p> <p><i>Eventually I want Tyree to clean up by gently putting the toy in the bag and not crying. This is the first step to teaching him to help clean up.</i></p>
Adult:	<p>Say to the child in an enthusiastic tone: "Now it's time to go! Let's get up!" [Extend hand to help Tyree to get up]</p>
Child:	<p>Drop to the floor and whine.</p>
Adult explains to participants:	<p><i>Now I am going to give him a little help to stand up.</i></p>
Adult:	<p>Say in an enthusiastic tone to the child: "Stand up!" [Help the child to stand up] and say, "Yay, let's go outside!" [Quickly go to the door to leave].</p>

7 Review and discussion

- *What helped Tyree to get through this challenging transition?*
- *Look at tip 2 in the guide (page 180).*
- *What strategies did Tyree's mother use?*



Possible answers

Identify these strategies

- Verbal countdown.
- Visual countdown with her fingers. The adult gave the countdown at the child's level, in front of him, so that he could see it clearly.
- She stayed positive and kept the routine fun.
- She praised Tyree for putting one toy in the bag.
 - Even though Tyree threw the toy in the bag angrily, this was a positive behaviour.
 - *Asking him to do one small step at the end allowed the activity to end on a positive note with praise.*
 - She praised him for this first step even though she wants him to be less angry, participate more in the clean-up routine and be gentler with his toys.
- **She ignored challenging behaviour**
 - **She gave him attention and praise for behaviour she wants to see again**, and no attention for behaviour she does NOT want to see again. (We will talk more about this strategy in our next session.)

ASK

- *What specific routines are challenging for your child?*
- *How could you apply these strategies to other challenging situations that your child experiences?*

Possible answers

Playing together and taking turns: Use a countdown to help your child understand when her/his turn is over and when the next child's turn starts (e.g. 2 more minutes with car, then it is Rylie's turn).

Mealtime: Use a timer or countdown to help your child understand when mealtime is finished.

Bedtime or morning routines: Use a picture schedule to show your child the parts of the routine (e.g. the morning routine could have pictures for the following steps: eat breakfast, go to the bathroom, get dressed, go to school).

Facilitation note

- If caregivers report that their child is injuring her/himself or others, the facilitator should refer the child to other services, if available.

ASK: *Are there any questions?* Encourage participants to respond to each other.



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 181).

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 activity:

- 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

Explain

- An important **goal** is to help your child stay regulated or "cool" as often as you can.
- When your child is "**cool**" or "**regulated**" you will see less challenging behaviour ("dysregulation") and you can work on teaching the skills and behaviours you want to see more of.
- One way to help children to stay "cool" is to praise and reward them when they are already calm and "cool".

Praise and rewards help children to learn that we want to see the behaviour we are praising more often. Rewards can be very simple!

- Kind words and affection are the best rewards.
- For really challenging behaviour, adding extra rewards – including time with a favourite item, a favourite piece of food, or favourite activity – can also help.



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.

- Facilitator reads, and participants follow in their guides (page 182).

- 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 shows severe hot or red behaviour:**
 - 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”.
 - 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.
 - 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.
 - 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.
 - 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?”
 - 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?



Plan for home practice and practice in pairs: strategies to stay engaged, regulated and preventing challenging behaviour (25 minutes)

Explain: This session and the next two sessions focus on increasing appropriate behaviour and reducing challenging behaviour. In the next session, we will practise responding to the behaviour discussed in the plan and practice in pairs.

Explain the plan for home practice

Facilitator reads, and participants follow in their guides (page 185).

1) **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.

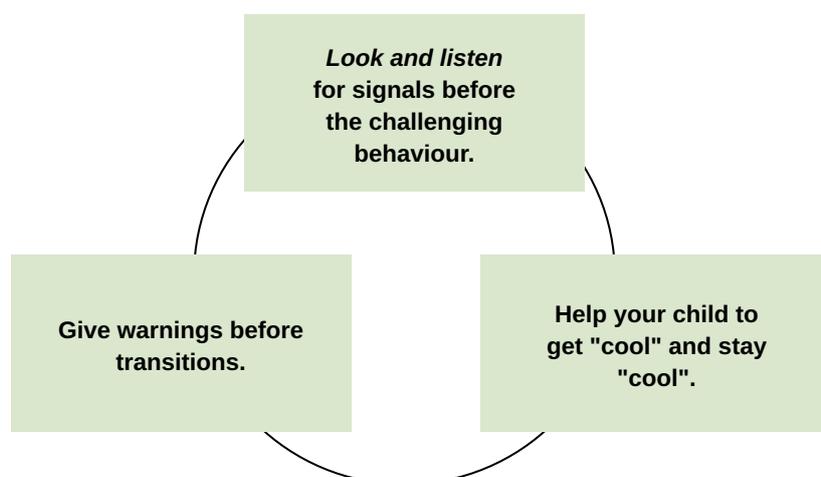
- **Look & Listen**
- Plan to **spend 5 minutes** with your child every time you do the activity together.
 - **Notice and respond to your child's communication.**
 - **Look and listen** for challenging behaviour and their **signals**.
 - **Think about** what happens **before** the challenging behaviour.
 - Use your "Before, During and After Behaviour" chart in the participants' guides as a reminder (page 184).

2) **Choose 1 skill** or behaviour that you would like to see more of. (Note: Facilitators can refer back to the list made during the previous discussion.)

- **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.**



Explain: Possible ideas to use to reward your child

- *Verbal praise, or gesture (e.g. a hug) to indicate praise.*
- *Short walks, for young children.*
- *People games (e.g. tickles, chase, or singing a song).*
- *2 minutes of play with a favourite toy.*

Facilitation notes: Activity instructions for group discussion

- Explain the practice in pairs, as described below.
 - Divide participants into two groups, each led by one of the facilitators.
 - Each caregiver will discuss and plan their home practice and then role-play it with the facilitator acting as their child. See “Explain activity” below which describes what each caregiver should discuss and plan.
 - Facilitators will go around to each caregiver so that they can practice. Each participant will act as the adult and the facilitator will act as their child.
 - Facilitators will ask each participant:
 - *to identify a target routine when challenging behaviour occurs;*
 - *to **look and listen** for challenging behaviour and their **signals**;*
 - *to think about what happens **before** the challenging behaviour;*
 - *to **choose 1 skill** or behaviour that the participant would like to see more of;*
 - *to **make a plan for how to praise and reward your child with attention, smiles and kind words.***
 - For each idea shared, ask participants for a **specific example**.
 - For negative examples, ask participants to rephrase them in terms of the behaviour they want to see more of **and** the behaviour they want to see less of.
 - Make a note of the suggestions provided of the behaviours caregivers would like to see **more** of. These suggestions will be used later, when planning for the home practice.
 - Facilitators should move from one participant to the next, allowing each person to practice and giving constructive feedback where appropriate.
 - Facilitators should support the discussion and answer questions.
 - **It is very important that each participant has a chance to do the role play.** Time the activity so that each caregiver can join the role play. If you are pressed with time, you may ask caregivers to role play specific strategies (e.g. in turn, how to set up the space, or how to offer choices). Aim to have each caregiver role-play all strategies.
 - If there is time, after demonstrating with both caregivers, the facilitator suggests to participants that they repeat the role play in pairs with each other and with another caregiver if they are comfortable doing so.
 - Remind caregivers to be respectful of others and to provide encouragement to one another.
 - Explain all instructions before the practice
 - After the home practice discussion, invite participants to fill out the “Personal Goals” section on page 171 of their participant guides.
-

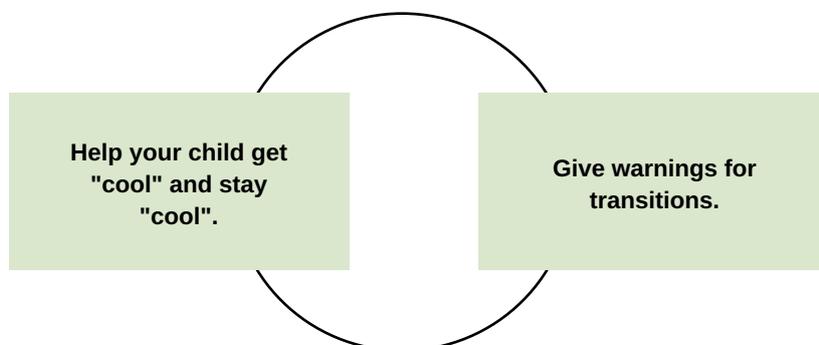
Explain practice in pairs

- *This is to practise this session's skills and strategies and prepare for the home practice on how to prevent challenging behaviour during routines.*
- *Everyone will demonstrate and discuss how they will use the tips from this session at home with their child.*
- *Remember, fun activities are more successful.*
- *We will divide into two groups: one group will go with one facilitator and the other group will go with the other facilitator.*
- *You can use the "Before, During and After Behaviour" chart in your guides to help you (refer to page 184).*
- *Remember our group rules during this activity:*
 - *after everybody has practised, help others by sharing your own experiences with the group and offering suggestions, support and encouragement to one another;*
 - *respect each other's privacy.*



Each caregiver will discuss and demonstrate with the facilitator:

- *what your routine is at home;*
 - *the challenging behaviour you want to reduce;*
 - *what you think the reason for the challenging behaviour might be;*
 - *a behaviour that you would like to see more of, such as:*
 - i. *things your child does, like a task you ask them to do, using words or gestures to communicate etc.;*
 - ii. *a skill that you would like your child to develop further. (Remind participants that a child can only learn new skills one small step at the time, so the new skill needs to be something small)*
 - *Facilitators will come round and practise with you.*
 - *After the practice, we will think about how you can do something for yourself too. You will be asked to share:*
 - *something you can do for your own well-being this week (it can be something that makes you feel more relaxed or rested).*
- **ASK:** *When you see the skills you want your child to do more often, how will you praise and reward your child?*



Activity discussion

Are there strategies we can use to prevent the behaviour?

- *Plan to praise and reward appropriate behaviour and skills.*
- *Scan your environment – reduce distractions, clutter and opportunities for challenging behaviour.*
- *Plan to help your child to get “cool” and stay “cool” during your routine:*
 - *behaviour thermometer.*
- *Give warnings before transitions:*
 - *spoken countdown;*
 - *visual countdown (e.g. show fingers or timer).*



Review the session and plan for the next session (10 minutes)

Review of key messages and tips



Key messages

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



Tips

Respond to skills and appropriate behaviour with praise and encouragement.	<i>Look and listen for signals before the challenging behaviour.</i>	Arrange your environment and give warnings before changing activities to help your child stay cool.	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.
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Group discussion: Skill review (5 minutes)

ASK:

- Which key strategy was the most meaningful for your family?
- How are you planning to use what you have learned?
- Other thoughts? Other questions? Encourage participants to respond to one another.



Planning for the next session

Reminder for next session

- Our next session will be Session 8. We will discuss child behaviour and strategies to reduce challenging behaviour (give date, time and place).
- If you cannot attend, you are welcome to return to Session 9:
 - come early to review what was 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.
- OPTIONAL ACTIVITY for the end of Session 8:
 - Creating picture cards and learning how to communicate with pictures. This will take approximately 30 minutes and everyone is welcome to join in.

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for children to stay regulated and behave well.

Additional tips for caregivers of children with other health conditions:

- Other health conditions can make it more difficult for some children to stay regulated compared to others. Some children are highly excitable, easily upset or may change quickly from one emotional state to another. Caregivers may have little control over these types of regulation patterns. Help caregivers to develop realistic expectations. The skills in this module may not help children who are highly dysregulated. This does not mean that the caregiver is not doing the skills properly.
 - When giving advanced notice to children with other health conditions, caregivers should get down to their level, touch or tap them gently and clearly say the next step.
 - For children who have problems with vision, timers and picture schedules should be large enough to be seen easily. For children with very low vision, it may be best to rely on touch and countdowns to give the child notice. Another option is to use music (e.g. sing or play a song and make the transition happen when the song finishes).
 - Children with very low vision may need to use picture schedules with different textures that they can feel. These schedules can be made by gluing different kinds of paper, foil, fabric or sand to paper to create different textures for the child to feel.
-

Session 7: Annex – Optional demonstrations

INSTRUCTION

Use these demonstrations in addition to or in place of the demonstrations in Session 7.

Demonstration: “Leaving the house with Dwane”

Facilitation Note

- One facilitator is the adult, another facilitator is the child.
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
 - Perform all demonstrations slowly to allow time for participants to understand.
 - Use the questions to guide participants through each step.
-

Introduction

This demonstration will help us understand what happened before the behaviour – and which may have caused the behaviour.

Explain

Certain behaviours are like warning signals:

- **They tell us that challenging behaviour is likely to happen.**
- **You can look for signals immediately before the behaviour** (e.g. the child's favourite toy breaks).
- **Signals can also build over time** (e.g. the child is becoming tired or hungry).
- **Signals can tell us that a child is uncomfortable or upset, making it harder for a child to stay “cool” and ready to learn.**
- **Signals can tell us a child is starting to feel “warm” or “hot” and is not regulated.**

Facilitation note

Examples of signals that facilitators can share:

- Is your child more likely to get upset or show challenging behaviour if she/he is uncomfortable (hungry, thirsty, ill, too hot or too cold)?
 - How does your child manage when she/he has to stop one activity and start another?
 - How does your child respond to changing locations (e.g. going inside from outside)?
 - How does your child respond to being in a noisy place with many distractions?
 - Is your child more likely to get upset or show challenging behaviour when you are doing something the child finds difficult?
-

Demonstration

“Adult” facilitator explains to participants:

- *We’re going to act out an example of a challenging clean-up routine and change in activity leading to challenging behaviour.*

→ **Look & Listen** **Look and listen for signals that happened before the challenging behaviour. We will discuss this after the demonstration.**

- *I will be the caregiver, Anne, and the other facilitator will pretend to be my child, Dwane.*
- *Dwane is 8 years old and he is an advanced communicator who talks in sentences. He loves roads and directions.*
- *But it can be challenging because Dwane always wants to go on the same route to school and he can become very upset – crying and screaming – if we have to change our route.*
- *Today, we are walking to school but the path/road we normally take is closed and we need to change how we get to Dwane's school.*
- *As you are watching this demonstration, we want you to think about what happened **before the behaviour**.*
- *This will help us to understand what might have caused the behaviour. After the example, we will talk about it and see how we could do it next time to make things easier.*

Part 1: Changing the route to the market

Instructions

The child and adult will be walking together towards the school. They woke up late that morning so Dwane did not get to eat his breakfast and they are in a rush to get to school on time. Dwane is holding his school bag. Then they see a blockage/accident/closure of the path/road they are taking.

- | | |
|---------------|---|
| Adult: | Walking quickly with Dwane in a rush to get to school and says:
<i>"Dwane, I think there's something in the road ahead. Hmm, I think we will have to take a different way to get to school today"</i>
Continue walking down the closed path |
| Child: | Begins to look distressed and in a distressed voice says:
<i>"We take the North road for 10 minutes to get to school. This is how we get to school!"</i> |
| Adult: | Stands beside the child and says:
<i>"I know that we usually take the North road to get to school but [points to the blockage/ accident/closure] the road is closed today. We will have to go around."</i> |
| Child: | Immediately stops walking, comes to full stop, is clearly distressed and crying says:
<i>"We take the north road for 10 minutes to get to school. We always take the north road to get to school!"</i>
Puts his face into his hands and drops his school bag. |
| Adult: | Trying to stay calm but clearly becoming upset and embarrassed that Dwane is now crying in the middle of the road/path street/ and says:
<i>"Dwane! Look we can't go on the North road! The road is closed and I can't change that. We need to get you to school ...stop crying, let's go, now."</i> |
| Child: | Pushes adult away, crying and repeating the sequence of the roads that make up the way to get to school:
<i>"We close the door, turn right on the west road for 5 minutes and then we turn left on the north road for 10 minutes to get to school" (repeats to self while crying).</i> |
| Adult: | <i>"Dwane you will not push me. This is so frustrating! Now you're going to be late for school and you're getting upset!"</i> |

Discussion questions

ASK: *What happened **before the behaviour** that may have caused or contributed to Dwane's challenging behaviour?*

Guide the participants to mention the **following 4 points in bold**, if not already mentioned. The facilitator can also ask the questions below in italics:

Answers

- 1. He was not given any notice before changing activities and may not have understood what was happening.**
- 2. The caregiver was rushing and sounded stressed.** This could have made it more difficult for the child to stay "cool".
- 3. The child might have been hungry** because there was no time for the caregiver to make his breakfast.
- 4. The child might not understand what it means for the road to be closed** (Anne is pointing toward the closure in the road/path/street but Dwane might not understand why he cannot go by the usual route.

ASK: *What did you think about how stressed Anne was? Could that have made it more likely that Dwane would get upset?*

Possible answers

- One of the most important things we can do to help our children feel calm is to help ourselves feel calm.
- We can try to plan ahead so that we are not rushed and try to take care of ourselves so we are less stressed. However, this is not always easy and some situations are just going to be difficult.

ASK: *What did the caregiver say about breakfast? Could that have made things difficult for Dwane?*

Possible answers

- Making sure that our children eat regularly will help them stay regulated.
- Dwane may also not understand where the new route will take them on the way to the school. If Dwane does not understand the new route, this may make him feel anxious or scared.
- Anne needs to use clear and simple language to help Dwane understand why they cannot go on the North road.

ASK: *Are there any questions?* Encourage participants to respond to each other.

Demonstration part 2: “Getting ready to leave with Dwane”: Help a child stay cool during a challenging transition

Facilitation note

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
- Perform all demonstrations slowly to allow time for participants to understand.
- Use the questions to guide participants through each step.

Introduction

- *Remember that signals can make challenging behaviour more likely to happen.*
- *Transitions or changes are often difficult for children with developmental challenges.*
- *Transitions can be very stressful when children do not understand what is coming next or why they need to stop doing what they are doing.*
- *All children benefit from clear structures and routines in their day.*

Strategies you can use to help prepare children for transitions and avoid challenging behaviour:

1. Set up the environment to reduce chances of challenging behaviour

- *When you are going out of the house, take the materials you need to help in challenging situations:*
 - *mood thermometer and other regulation activities (e.g. quiet calming activity, snack or drink);*
 - *a picture schedule or timer (We shall talk about these next week).*
In this example, we will talk about a simple paper map that the caregiver made to show different routes to school.

2. Clear language and expectations, including choices and countdown warnings

- **Clear language and expectations:** *Use clear and simple language at the child's level to help the child understand what is happening now and what will happen next. In our example, Dwane is an advanced communicator who talks in sentences, so his mother Anna also talks in simple sentences.*
- **Choices:** *For an advanced communicator, you can use words to give the child a clear choice. Choices help give a child some control in situations that are uncertain or even frightening. In our demonstration, Anna will give Dwane a choice of two new routes to school.*
- **Countdowns:** *Provide a verbal warning that a change is coming. You can also use a visual warning with your spoken countdown (e.g. use a timer, show numbers with your fingers).*
- *A countdown is as simple as letting a child know that a change is coming in 5 minutes (e.g. OK Danielle, 5 more minutes to read, and then it's bedtime).*
- *For children who need more visual supports, we can add timers, pictures and other supports so that the child can see the time counting down.*

3. Use your regulation strategies

- *In our example Dwane is getting very upset. He is showing us behaviour that tells us he is in yellow and entering red.*
- *Use the thermometer to help your child understand that you see she or he is very upset. Try a calming strategy to help your child come back to green. For instance:*
 - *tickles or a song;*
 - *squeezes, hugs, rubs;*
 - *a short break;*
 - *a lullaby/calm song;*
 - *a quiet activity that your child likes (e.g. look at a book, tell a story);*
 - *time alone (no demands – a true break);*
 - *deep breaths;*
 - *reminder of a reward;*
 - *reminder of the time left before the end of the activity.*

4. Keep the routine positive and calm; praise when possible

- *Praise is a spoken reward. Rewards make the behaviour more likely to happen again.*
- *Staying positive and trying to keep the routine calm will help your child stay regulated and engaged in the routine:*
 - ***Tone of your voice:*** *Try to keep your voice steady, calm and positive.*
 - ***Words to show you understand the child's feelings:*** *Use short sentences to help the child understand that you see how they are feeling (e.g. "I know that taking a different street is stressful"; "It's frustrating that the road is closed").*
 - ***Provide choices and help to problem-solve:*** *A change is an opportunity to help the child to understand what to do when something unexpected happens. In this example, we can help Dwane decide on a new route to get to school.*
- *We are going to see Dwane and his mother again.*
- *This time, Dwane's mother is going to use some of the countdown and timer strategies to help Dwane stay calm and understand the steps of the challenging transition.*
- *Set up the scene the same way as before. The child and adult will be walking together to school. Dwane is holding his school bag.*

Facilitator adaptation: The goal is to show Dwane visually the new route to school. Adapt the materials to be accessible to the participants in your group. Anne could have the new path drawn on a piece of paper, she could have a printed map, or she could show Dwane an electronic map of the route on her telephone or other device.

1. Setting up the environment to reduce chances of challenging behaviour

Adult explains to participants:	<i>Today we have to change our route to school. This may be a one-time change or it might be something that will happen from time to time. If I think we may need to change our route, I can be prepared by having materials available in my bag to show to Dwane.</i>
Adult:	<i>Walking with Dwane and says: "Dwane, I think there is something in the road. Let's stop for a minute, I want to look at our map and you can help me." Stops and takes the map out of her bag.</i>

Child: Begins to look distressed and in a distressed voice says:
"We take the North road for 10 minutes to get to school. This is how we get to school!"

2. Clear language and expectations including countdown warnings

Adult: Move in front of Dwane and get down to his level. Hold the map in between herself and Dwane. Says:
"Dwane, the North road is closed today. We cannot take it. I know that is frustrating because we usually take the North road. Let's look at the two roads we can take today."
Point to the map and **calmly presents a choice:**

Adult: To participants:
I will keep my voice calm and steady and try to give Dwane a choice. We are going to work together to problem-solve to choose a new route to school.

Adult: *"Dwane, we need to go around the North road. We can turn left on the East Road OR we can turn right on the West road? Do you want to go left on East Road or right on West road?"*

Child: Still distressed and starting to cry, says in a distressed voice:
"We take the North road for 10 minutes to get to school. This is how we get to school!"

3. Regulation strategies: thermometer

Adult explains to participants: *Now Dwane is starting to cry and repeat the route. I know that this means he is getting upset. He is starting to show yellow and red behaviour. I need to help Dwane to come back to "green" before we can talk more about the new route to school.*

Adult: Takes out the thermometer from her bag and says:
"Dwane, I know that it is frustrating that we can't take the North road. I see "yellow" behaviour when you cry and scream. Let's take some deep breaths."

Adult and child start to take deep breaths together.

Adult: *"Let's sit down and take some deep breaths until we're green."*
Holds the thermometer between herself and the child.

Adult and child sit.

Child: Continues to breathe and slowly stops crying.

Adult: Waits until the child stops crying, pauses a little longer, then places the thermometer back between herself and the child. Says gently:
"Great work bringing yourself back to green. I see your body is calm. I'd like to show you our map, are you ready?"

Child: Immediately and loudly says "NO" and cries again.

Adult: Gently and clearly says:
"OK, try your deep breathing again. I'll wait until you're ready"

Child: Softly crying for another minute, starts to try to breathe deeply.

Adult: Hears the breathing and shows a couple of slow deep breaths.

Child: Continues deep breathing until quiet again.

4. Clear expectations and a countdown warning

Adult explains to participants:	<i>We are running late but I am going to try to stay calm because I know it will help my child stay cool.</i>
	<i>I want to give Dwane some time to come back to green, so we can talk about the new route.</i>
	<i>I am going to let him know that when he is ready I will show him the new route to school. I will show him a picture (map) to help him understand what will happen next.</i>
	<i>I want to get in front of Dwane at his eye level so that we can both see the map.</i>
Adult:	Waits for a minute after the child is quiet. Holds the map in between herself and Dwane. Then moves in front of the child at his level and gently and clearly says: <i>“OK, here is our map. Let’s turn right on West Road to the Long Road. We’ll take the Long Road for 5 minutes, then we will turn left on East Road to go to school. Let’s say it together.”</i>
Child and adult say together:	<i>“Turn right on West Road until we get to the Long Road. Take the Long Road for 5 minutes, then we will turn left on East Road to go to school.”</i>
Adult:	<i>“OK Dwane, we’ll start walking in two minutes.”</i>
Child:	Looks at adult and says: <i>“In two minutes... turn right on West Road until we get to the Long Road. Take the Long Road for 5 minutes, then we will turn left on East Road to go to school.”</i>
Adult:	<i>“Yes, in two minutes we’ll walk to school”.</i> Begins to pack her bag but keeps the map ready in case she needs it. Checks the time.
Adult:	To participants: <i>I want to give him notice when we have 3 seconds left</i>
Adult:	Gets on the child’s level in front of the child and speaks in a friendly but firm voice: <i>“Alright Dwane, let’s get ready. We are walking in 3, 2, 1 – Let’s go!”</i>
Child:	Gets up and says: <i>“3, 2, 1, we’re walking to school on the west road, until we get to the long road.”</i>
Adult:	Gets up and walks with Dwane and says: <i>“Yes, you’ve got it. Let’s go.”</i>

Discussion questions

Now that you have watched Dwane and his mother, let us talk about the ways that she helped Dwane to get through this challenging transition.

ASK: *What strategies did you see Dwane’s mother use?*

Possible answers

1. **Materials were in her bag:** Anna packed the mood thermometer and the map of the routes to school in her bag.
2. **Choice:** Anna gave Dwane a choice between the two routes they could take to school.
3. **Verbal countdown:** Anna gave a 2-minute warning before starting to walk again, and then counted down the last 3 seconds. Some children may need more warnings (e.g. at 1 minute, 10 seconds, 5 seconds) to help the transition.
4. **Thermometer and deep breathing:** Anna acknowledged that Dwane is having a difficult time with the change in his route. She uses words to talk about his feelings and then uses her regulation strategies (in this example the thermometer and deep breathing) to help Dwane come back to green before they talk about the new route. She knows that he can regulate himself, so she waits for him to use the deep breathing strategy and gives him a second round of deep breathing when she realizes that he is not yet “green” after the first round of breathing. She does not give him attention while he cries; instead she waits quietly and praises Dwane when he is quiet and stops crying. **We will talk more about this strategy in our next session.**
5. Anna stayed **positive, calm, and steady** throughout the routine. She praised Dwane when he calmed himself and came back to green.

ASK: *If transitions are not challenging for your child, then what specific routines are challenging for your child?*

ASK: *How could you apply these strategies to other challenging situations that your child experiences?*

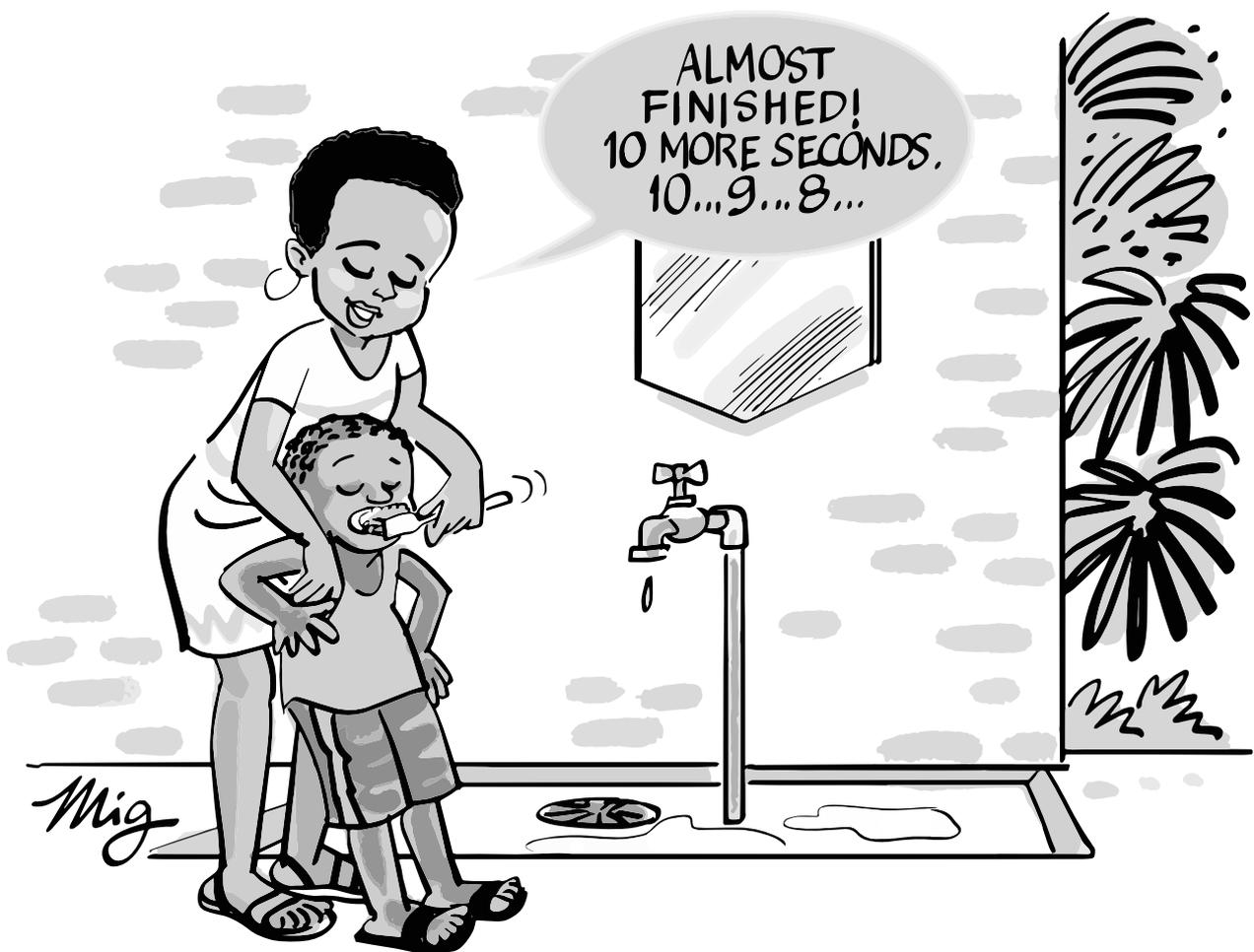
Possible answers

1. **Sharing:** Use a countdown to help your child understand when his/her turn is over and when the next child's turn starts (e.g. 2 more minutes with the car and then it's Rylie's turn).
2. **Mealtime:** Use a timer or countdown to help your child understand when mealtime is finished.
3. **Daily routines – bedtime or morning routines:** Use a picture schedule to show your child the parts of the routine. For example, the morning routine could have pictures for the following steps: eat breakfast, go to bathroom, get dressed, go to school.

ASK: *Are there any questions before we continue?* Encourage participants to respond to each other.

8

Session 8: Teaching alternatives to challenging behaviour



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Session 8: Teaching alternatives to challenging behaviour

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Information for facilitators

Support materials

- Facilitators' guides – one for each facilitator.
- Participants' guides for Session 8 – one for each participant.
- Behaviour thermometer – one copy printed in colour.
- Picture schedule: “toy picture” (photograph or drawing of toys used in the demonstration), “clean-up” picture (photograph or drawing of a hand dropping one of the toys into a bag or box) and “go-outside” picture (photograph or drawing of a door).
- Participant feedback forms.
- Large pieces of paper (5–10) and markers to display ideas for the group OR access to a chalk/whiteboard. [Consider need for adaptation]
- Clock or timer to keep track of time during the session.
- Demonstration materials: basket, clothes/linens (6–8 items) that fit in the basket, 6–10 blocks or other stacking materials (e.g. plastic cups), 4–6 animal figures, bag or box to contain blocks and animal figures.
- Materials for the practice in pairs: wash cloths, clothing, bowls and spoons, toys, books etc.

Learning objectives

1. Use a picture schedule to help a child understand a routine.
2. Demonstrate how to respond to challenging behaviour to get access to something.
3. Demonstrate how to respond to challenging behaviour to get attention by ignoring.
4. Demonstrate how to respond to challenging behaviour to avoid or stop by setting clear expectations and following through on those expectations.
5. Understand that sensation-seeking behaviours can be reduced by replacing the challenging behaviour with a safer, more appropriate behaviour.

🗣️ Key messages

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).

🛠️ Skills and strategies (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 to something 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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice activity. Introduce Session 8
15 minutes	Using picture supports to help your child understand activities
10 minutes	Maya and Luc's story: goals for responding to challenging behaviour
15 minutes	Challenging behaviour to get access to something
15 minutes	***BREAK***
15 minutes	Challenging behaviour that seeks attention
15 minutes	Challenging behaviour to stop or avoid something
10 minutes	Challenging behaviour to get access to sensation
25 minutes	Plan for home practice and small group activity: Planning your response to challenging behaviour experienced at home
10 minutes	Review the session and plan for the next session
Time = 65 minutes before the break and 75 minutes after the break	
15 minutes	Additional activity: Making picture schedules

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Explain and lead the activity

- *When ready, sit comfortably with back straight.*
- *One hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: with each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice activity. Introduce Session 8 (20 minutes)

Review key messages and tips from the last session



Key messages

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



Tips

Respond to skills and appropriate behaviour with praise and encouragement.

Look and listen for signals before the challenging behaviour.

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

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.

Review home practice plan from the last session

- 2 home routines – notice and respond to behaviour.
- 1 skill that you would like to see more of.
- 1 new strategy applied to home practice.

Participants share home practice experiences

ASK: *What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity that you did.*

Facilitation notes

- Repeat and affirm/praise responses.
- Ensure that everyone has a chance to speak (but do not let anyone speak for too long).
- When inviting participants to share one thing that went well that week, emphasize that it does not have to be an example of the child’s skills, but could be an example of a time the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.
- Encourage the participants to support and give suggestions.
- After reviewing the home practice, invite participants fill out the page called “Home practice review” on page 195 of the participants’ guide.

[Consider need for adaptation]

ASK: *Are there any questions?* Encourage participants to respond to each other.

Facilitation notes

- Review the behaviour thermometer (page 198 in participants' guide).
- "Regulated behaviour" when calm, and "dysregulated behaviour" when upset or frustrated.
- Use the following questions to encourage participants to share their specific home practice experiences – both positive and negative.
- After the discussion, invite participants fill out the page called "My behaviour thermometer" on page 198 of the participants' guide.

[Consider need for adaptation]

ASK: *What cool, warm and hot behaviours did you see during your 5-minute practices?*

Cool/Green signs	Warm/Yellow signs	Hot/Red signs
Smiling and laughing	Looking around, not taking turns or participating in the routine, becoming "unengaged"	Running away, rolling on floor
Body is still and relaxed	Fidgeting or moving more than in green	Tantrum behaviour
Making sounds or talking	Sounds that show the child is upset (repetitive sounds, whining, fussing etc.)	Crying, screaming, whining

ASK: *Which strategies did you use to manage a challenging transition (changing from one activity to another)?*

Possible responses and suggestions:

<p>Tools that can be used during a challenging transition:</p> <ul style="list-style-type: none"> ▪ spoken warnings or countdown; ▪ timer or other visual warning; ▪ a picture schedule to show what happens now and what will happen next; ▪ responding with praise and encouragement to appropriate behaviour during the transition.
--

ASK: *If your child showed challenging hot or warm behaviour, what happened before the behaviour? Taking a moment to look and listen to the signals or warning signs for challenging behaviour can help you to prevent the challenging behaviour.*

Possible responses and suggestions:

<p>Why it is important to focus on what happened right before the behaviour:</p> <ul style="list-style-type: none"> ▪ Focus on understanding "signals" for challenging behaviour and dysregulation. ▪ Think about the 1 – 2 – 3 of behaviour. If we understand what makes warm and hot behaviour more likely to occur, we can try to reduce these signals.
--

ASK: *What can you do when your child shows yellow and red behaviour?*

Possible responses and suggestions:

Ways you can help your child to stay cool and calm or come back to being cool and calm:

1) Choose the right time

- Choose a good time to do the activity when the child is calm and cool rather than showing warm or yellow behaviour.

2) Make the activity more fun or enjoyable

- Play an exciting game.
- Be positive, patient and playful.
- Offer praise and encouragement.

3) Show and tell your child what to expect

- Give a reminder of the time left before the end of the activity.
- Break difficult or long tasks into a few smaller tasks with breaks in between.
- Remind the child that an activity they like will come afterwards.

4) Give your child a break*

- Give a short break when needed: ask the child to complete a small step and then offer a break (“Let’s finish this part and then we’ll take a break”).

* Remember from Session 6 that we should have clear and consistent expectations (tip 3). Be careful because breaks can reward challenging behaviour at certain times.

Introduction to Session 8

Facilitator reads and explains the picture, and participants follow in their guides (page 196).



- Today is the second session on challenging behaviour and we will learn more about how to manage challenging behaviour.
- You will learn how to identify challenging behaviours and help your child to decrease these behaviours.

Demonstration 1: Using picture supports to help your child to understand activities (15 minutes)

Explain

- Some people learn well by listening and hearing instructions.
- Other people learn well by seeing the instructions.
- **Picture schedules** are a tool that we can use to help children to understand what is happening now and what will happen next.

Picture schedules have two main uses:

1) **First-then schedule**

This can be as short as two pictures to **show the child what is happening now and what will happen next**.

Example: You have a picture of a wash basin and a picture of the child's pyjamas. We show the two pictures to the child and say "First we wash our faces and hands, and then we put on pyjamas."

2) **Activity or day schedules** (page 200 of participants' guide)

These can show your child **many steps at a time**.

Example: An after-school schedule might have a picture for each step once the child comes home: take off shoes, have something to eat, pick up brother, play.

Explain demonstration activity: Picture schedules and getting ready to leave

- In the last session, we saw Tyree and his mother in a challenging transition (trying to leave the home) and learned about using countdowns to help the child prepare.
- Sometimes children need more help to understand the routine.

This demonstration will show the following tips

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

Facilitation notes

- Set up the scene in the same way as last week. The child will sit on the floor playing with several toys with their back to the adult.
- Have the picture schedule ready: picture of toys, clean-up picture and go-outside picture (picture of a door).

Adult:	<p>Get on the child's level in front of the child</p> <p>Gently get the child's attention (e.g. say "Tyree" and put your hand on his shoulder).</p> <p>Speak in a friendly but firm voice: "OK Tyree, we have two more minutes to play."</p> <p>Hold up two fingers.</p>
Child:	<p>Look at the adult.</p>

- Adult Show and say:** As you speak, point to the pictures. Say “Tyree, we have two more minutes to play” [point to the picture of toys]. Say “Then we clean up” [point to the clean-up picture]. Say “Then we go outside” [point to the picture of the door].
- Adult explains to participants:** *Now I’m going to get my bag and make sure I am ready to help Tyree clean up in two minutes.*
- Pretend to get something and put it in your purse.
- Check the time.
- I want to give him notice when there is 1 minute left.*
- Adult Show and say:** Get on the child’s level in front of the child.
- Hold up one finger.
- Speak in a friendly but firm voice and show the child the picture schedule: “We have 1 more minute and then we clean up” [point to the clean-up picture] “and go outside” [point to the picture of the door].

Discussion

ASK: Why do you think the pictures might help Tyree stay cool?



Possible answers

- The verbal warning may not be enough for Tyree to understand.
- Tyree might not always hear or process the verbal explanation. Using pictures makes it more likely that he will pay attention.
- Pictures used with words can help prepare him for what will happen next in the routine.

Activity

Facilitation notes

- Select a participant who talked about a challenge during the home practice review and that could be addressed using a picture schedule.
- As a group, walk through a practice with the participant to show how they could use the tool with their child.

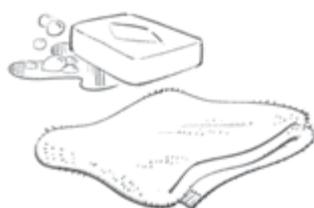


Tip 1: Use picture schedules to help your child to understand activities and stay calm

- Facilitator reads and explains the pictures, and participants follow in their guides (page 199).

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”.
- Picture schedules help to warn your child that a change is coming. This can lower anxiety and stress about what will happen next.



Maya and Luc's stories: goals for responding to challenging behaviour (10 minutes)

Explain

- *It is important to understand the message that children are sending with their behaviour.*
- *How we respond to challenging behaviour can change depending on the message.*
- *It is important to **understand the message** behind the behaviour:*
 - *This will help you to plan how to respond.*
- **Look and listen** carefully to what happened before the behaviour, as well as the behaviour itself, to understand why the behaviour is happening:
 - *Use this information to **plan our response** based on our **four goals**.*

Table of four goals for responding to behaviour

Facilitator reads and explains the pictures, and participants follow in their guides (pages 201 and 202).

Four goals for responding to challenging behaviour

Reason for the behaviour	Goal for responding
	
<p>To get access to something</p> 	<p>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.</p> 

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.

If the message sent with the behaviour is:	Our goal when we respond is to:
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 to challenging behaviour (ignore the behaviour) and reward appropriate behaviour and skills with praise and attention.
To stop or avoid something	Set clear, consistent and appropriate expectations and help your child 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 they want.

- **LOOK** for some of these signs in the next story.

1) *Before: What happens before the behaviour?*

2) *During: What is the challenging behaviour?*

3) *After: What happens right after the challenging behaviour?*

ASK: *What is the message the child is sending with the challenging behaviour? Notice how Maya's mother/ Luc's father responds.*

- Maya is trying to avoid brushing her teeth.
- Luc is trying to get his father's attention.

Facilitation Notes

- **Facilitator can choose between Story 1 (page 203) and Story 2 (page 205).**
- **Participants follow in their guides.**
- After the story, facilitators ask the questions in *italics below* and consider suggested responses beneath them.
- The discussion is kept focused and facilitators take a very active role in providing the answers to the questions if caregivers do not respond.

Story 1

Maya's story

(page 203 in participants' guide)

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.

Questions for Maya's story

1 What challenging behaviour did you notice?

Possible answers

- Whining and asking for more time to play.
- Screaming, crying, and flopping on the floor.

2 What did you notice happen right before the challenging behaviour?

Possible answers

- Maya's mother gave an instruction/demand for Maya to brush her teeth.
- Sometimes Maya's mother asks multiple times.

3 What did you notice happened right after the behaviour?

Possible answers

- Whining and asking for more time: sometimes Maya's mother gives her more time to play and Maya gets to avoid brushing her teeth for a few more minutes.
- Whining and asking for more time: sometimes Maya's mother says "No" and demands that Maya brushes her teeth.
- Screaming, crying and flopping on the floor: sometimes Maya's mother gives up and Maya does not have to brush her teeth (the difficult activity stops).

4 What do you think the reason for the behaviour is?

- To stop or escape from tooth-brushing.

5 Do you think the challenging behaviour will increase or decrease if Maya's mother continues to respond in the same way?

Possible answers

- Increase – she sometimes gives in and allows Maya to avoid brushing her teeth or stop the task altogether.
- Plan to respond by making the expectations very clear and continuing the routine (do not give in to challenging behaviour).
- Plan to use a picture schedule to help Maya understand what is happening now and what the next step will be.

Story 2

Luc's story

(page 205 in participants' guide)

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 to stop or tries to get Luc to sit quietly with him while still on the telephone.

Discussion questions for Luc's story

❓ *What is the target challenging behaviour?*

- Yelling loudly and running around the house.

❓ *What did you notice happened right before the challenging behaviour?*

- Louis-Philippe answered the telephone or made a telephone call.

❓ *What did you noticed happened right after the behaviour?*

- Louis-Philippe tried to ignore the behaviour until it became so loud that he had to intervene to be able to continue his call.
- When he intervened he told Luc loudly to be quiet or sat next to him and tried to calm him.

❓ *What do you think the reason for the behaviour is?*

- Attention-seeking.

❓ *Do you think the challenging behaviour will increase or decrease if Louis-Philippe continues to respond to Luc in this way?*

- Increase – he is giving Luc attention by yelling at him to be quiet and by sitting with him.
- Plan to respond: Actively ignore the loud yelling and running and plan to give praise and positive attention when Luc sits quietly.

Additional question after either story

❓ **ASK:** *How could the parents change their responses to help decrease their children's challenging behaviour?*

Possible answers

If the message sent with the behaviour is:	Our goal when we respond is to:
To get attention	Give no attention or response to challenging behaviour (ignore the behaviour) and reward appropriate behaviour and skills with praise and attention.
To stop or avoid something	Set clear, consistent and appropriate expectations to reduce challenging behaviour to avoid or stop a routine. This will help the child to understand that challenging behaviour will not stop the activity.

Explain: Transition to the next activity

- *Next, we will talk about a set of four goals that children may have when they show us challenging behaviour in order to:*
 - *get access to something;*
 - *get attention;*
 - *avoid or stop something;*
 - *get a sensation.*
- *We will each select a **target challenging behaviour** for our child and learn to **plan our response** to that behaviour.*

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)

- Facilitator reads and explains the pictures, and participants follow in their guides (page 206).

The first key message is: 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 (15 minutes)

Facilitator reads and explains the pictures while participants follow on page 207 in their guides.



- *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.

ASK: *Why do children use challenging behaviour to get access to something?*

Possible response:

- To ask for things or get your help to access something when a child does not know how to use words.

Explain

- *Behaviours indicate that the child wants something or is trying to get your help to obtain something.*
- *It can be frustrating when we do not have a method to communicate that others can understand.*

Try to understand what message the child is trying to tell you.

Help the child to learn to communicate appropriately.

Goal for responding to challenging behaviour when it aims to get access to something

Facilitator reads and explains the pictures, and participants follow in their guides (page 208).

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:



Be consistent, do not give the child the item while the child is showing challenging behaviour.

ASK: *How do you know that challenging behaviour is intended to get access to something?*

→ Look & Listen

- 1) **Look and listen:** *Identify the behaviour.*
- 2) **Look and listen:** *What happened right before the behaviour?*
 - *Is there something the child is trying to ask for?*
 - *The child may want something that is out of reach.*
 - *The child may want something to happen.*
 - *Is the child trying to get your help to get or do something?*
 - *The child may be unable to do something.*

Examples:

- a) *A child reaches toward a basket of groceries that is out of reach. She starts to scream until someone hands her food from the basket.*

The behaviour is a communication to request (ask for food from the basket).

- b) *A child likes to play in the park after his afternoon snack. Today you receive a telephone call after the snack and you do not immediately prepare to leave the house. The child screams and kicks on the floor.*

The behaviour is a communication to request (to go to the park).

- c) *A child likes to play with a toy car, opening and closing the doors. One day, one of the doors gets stuck and he cannot open it. The child gives the toy car to his father who does not notice that the door is stuck. The child hits his head.*

The behaviour is a communication to request (help with the toy car).

[Consider adaptation]

Strategies we can use to help children learn appropriate communication skills:

- **Look and listen** – *What is the child trying to communicate?*
- **Show and say** – *Demonstrate words and gestures your child can use to communicate.*
- *Use words the child can understand and say.*
- *Repeat your child's words and expand your child's language.*

OPTIONAL PRACTICE: Work through a challenging behaviour (from a home practice) that is used to get access to something.



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 209).

- 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.**



1 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.



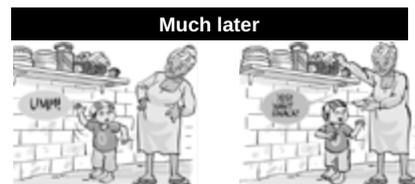
2 Then she waits for a moment to give him room to try these communication skills.



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



4 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!”)

Guiding question

ASK: *Why can we not wait until the child stops crying or uses a word and gesture to request before we give the item?*

Answers

- Withholding food, water or favourite items does not help children learn.
- When we see children requesting with their eyes or body movements, by reaching or by using challenging behaviour it is important to respond to their communication with a word and gesture and give the time if the child may have it.
- Remember Lalitha's story. When she gave Saanvi the water, she said "Water!" every time. She did not wait for Saanvi to ask with a word or gesture. Repeating it again and again over time helped Saanvi learn to request water with a sound.

BREAK (15 minutes)

Challenging behaviour that seeks attention (15 minutes)

Facilitator reads and explains the pictures, and participants follow in their guides (page 211).



Explain

- Children can use challenging behaviour **to seek attention**.
- They want **you to respond by looking, talking or engaging** in the activity.
- It could be **any kind of attention**, including reprimands, yelling or physically moving the child (“negative attention”).
- Children use challenging behaviour to get you to respond when they do not know how to ask for your attention appropriately:
 - It is easier to get your attention with challenging behaviour than by trying to use difficult skills.
- You can teach your child: 1) that **they will not get your attention** with challenging behaviour; and 2) they can get lots of attention, praise and encouragement for showing skills and positive behaviour.

Explain: How to respond to challenging behaviour that seeks attention

- Facilitator reads and explains the pictures, and participants follow in their guides (page 212).



Notice the grandmother’s body language in the first two pictures.

- **Ignore:** Do not look at the child or talk to the child while you are waiting for the challenging behaviour to stop (notice the grandmother’s body language in the first two pictures).



- **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 (notice the grandmother’s body language/orientation in the last two pictures).

Give no attention or response for challenging behaviour (ignore the behaviour) and reward appropriate behaviour and skills with praise and attention.

Facilitation notes

- If a child is scared, hurt or sick, the caregiver should provide comfort.
 - Providing comfort and attention when a child is scared, hurt or sick will strengthen the caregiver-child relationship and build the child's confidence and independence.
-

ASK: *How do you know that challenging behaviour aims to get attention?*

- **Look & Listen**
- 1) **Look and listen:** *Identify the behaviour.*
 - *Often the child is trying to make eye contact with you to be sure to have your attention.*
 - 2) **Look and listen:** *What happened right before the behaviour?*
 - *Another child or adult had your attention.*
 - *The child would have liked to engage with you but did not know how to get your attention appropriately.*

Demonstration 2: “Picking up laundry with Kali”: ignore challenging behaviour that is seeking attention.

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
 - Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
 - Please change the type of caregiver to suit the characteristics of the facilitator. For example, change mother to parent, father, grandfather or grandmother.
 - Instruct participants to **look and listen** for the challenging behaviour and what came right before the challenging behaviour.
-

Explain: *Before you do an activity together:*

- **Get in front of your child** at the child's level.
- *Plan to use language that is at your child's level.*
- **Wait** – *Pause to give your child room to communicate.*
- **Respond** to any attempts to communicate from your child (eye gaze, gestures, sounds, words).
- **Arrange your environment** – *what materials do you need for the clean-up routine?*
 - *a place where you will clean up;*
 - *a basket to put the laundry when they pick it up;*
 - *items to be cleaned up are placed on the floor.*

This demonstration will show the following tip

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

<p>Adult explains to participants:</p> <p>Adult Show and say:</p> <p>Child:</p> <p>Adult respond, expand and show:</p> <p>Child:</p>	<p><i>We are going to pretend that the child (Kali) and I are going to collect the laundry together. The clothes are on the floor of the room. The routine is for Kali and mother to take turns picking up the clothes and putting them in the basket.</i></p> <p><i>“Kali, it is time to clean up clothes!” [Picks up shirt and puts it in the basket.]</i></p> <p><i>“Clean up, clean up.”</i></p> <p><i>“Clean up clothes!”</i></p> <p>[Picks up item and puts it in the basket.]</p> <p>[Picks up an item, stays out of reach and runs around the adult throwing clothes all around the room while looking the adult in the eye, laughing and making a game.]</p>
<p>Adult explains to participants:</p> <p>Adult IGNORES:</p> <p>Child:</p> <p>Adult Show and say:</p> <p>Child:</p> <p>Adult:</p> <p>Child:</p> <p>Adult:</p>	<p><i>I know that if I look at her, I will be rewarding her with attention. Instead, I am going to ignore this behaviour and wait for it to stop.</i></p> <p><i>While I am waiting, I do not want to look at her or talk to her while she is running around.</i></p> <p><i>When she is quiet and calm again, I can go to give her attention and praise her for being quiet.</i></p> <p>[Looks away and waits.]</p> <p>[Looks at adult, continues to run around a little, then stops and comes back to the adult.]</p> <p>Adult should not smile. Says in a firm tone: <i>“Time to clean up”</i> [Puts an item in the basket.]</p> <p>[Moves towards the basket.]</p> <p>[Takes the child’s hand.] Says firmly and calmly: <i>“Clean up. Clean up clothes!”</i> [Puts an item in the basket, and gives an item to the child.]</p> <p>[Drop the item in the basket.]</p> <p>Adult should smile and be very positive: <i>“Nice cleaning up!”</i></p>

Review and discuss

ASK: *What happened right before the challenging behaviour?*

Possible answers:

- | |
|---|
| <ul style="list-style-type: none"> ▪ They started the laundry routine. |
|---|

ASK: *What was the challenging behaviour?*

Possible Answers:

- | |
|--|
| <ul style="list-style-type: none"> ▪ Making a game, running around and throwing the clothes in the air instead of putting them in the basket. |
|--|

ASK: *What happened immediately after the behaviour?*

Possible answers:

- The adult:
 - ignored the challenging behaviour (did not look at the child, did not say anything to the child) and waited for the child to stop the behaviour and engage;
 - gave **a little help** once the child approached to complete the target skill (put the item in the basket);
 - gave immediate praise with smiles and eye contact when the child did the target skill (even if help was needed to do the target skill);
 - **changed her tone of voice (she was firm and calm when Kali showed escape behaviour, and then positive and full of praise when Kali tried to participate).**

ASK: *Why did the adult ignore the behaviour and not scold the child?*

Possible answers:

- The child was seeking attention. Scolding is still giving the child attention, so the adult would be giving the child what she was seeking and rewarding the challenging behaviour.

ASK: *Was attention the only reason for the challenging behaviour?*

Possible answers:

- Children can also use this type of behaviour to stop or avoid a task. Putting the clothes in the basket may be a challenging task or something the child does not like to do. The child could also be avoiding the task of putting the clothes in the basket by playing this game.

Important information

Challenging behaviour to get attention can often also help a child to stop or avoid something. This can be more than one reason for challenging behaviour.



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 213).

- 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.

Facilitation notes

Deciding when to ignore: Is everyone safe and is it okay to ignore the child right now?

	NO	YES
Is this challenging behaviour unsafe/hurting my child or hurting another person?	You can probably safely ignore this behaviour.	If your child or someone else can be injured by the behaviour then it is not okay to ignore the behaviour. If you are answering yes to this question, please ask the facilitators to discuss strategies to reduce that behaviour.
Is my child sick, frightened or hurt?	You can probably safely ignore this behaviour.	If you think your child is trying to get your attention to get help because she/he is sick, scared or hurt, then respond to the behaviour.

Challenging behaviour to stop or avoid something (15 minutes)

Facilitator reads and explains the pictures, and participants follow in their guides (page 214).



Explain

- Children can use challenging behaviour **to stop or avoid something**:
 - e.g. to delay or to stop a difficult situation.
- It could be **any kind of situation**.
- We have to do things that are hard or that we do not like:
 - We must help children understand what they need to do.
 - We must provide **help** to support them.

Explain: Goal when we respond to challenging behaviour that aims to stop or avoid something

Facilitator reads and explains the pictures, and participants follow in their guides (page 215).



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.

ASK: How do you know that challenging behaviour aims to stop or avoid something?

→ Look & Listen

- 1) **Look and listen:** Identify the behaviour.
- 2) **Look and listen:** What happened right before the behaviour?
 - You were working on a new target skill.
 - You were trying a challenging routine.
 - You were doing a task that the child does not like.

Examples

A child cries and screams (tantrums) when he/she sees you are about to enter the market.

- *This behaviour aims to stop or avoid going into the market (an activity this child does not like).*

You are getting ready to go outside when your child says, “No shoes, no shoes” and throws his shoes on the floor.

- *This behaviour aims to avoid going outside, avoid putting on shoes or both.*

Strategies

- **Look and listen:** *What is the child trying to stop or avoid?*
- *Use words the child can understand.*
- *Be clear, consistent, kind and firm when you set expectations.*
- *Use gestures or picture schedules to help children understand what they need to do now and what will happen next.*
- *Use verbal and visual countdowns and timers.*

Facilitation notes

Deciding when to continue the routine

Is it reasonable to expect a child to engage?

	NO	YES
Is the routine too challenging for my child?	You can probably expect the child to continue the routine with you.	If you think your child is not developmentally ready to participate in the routine at this point, end the routine with a step you know that your child can do with or without your help. Think about how you can change your target skill and expectations for the next time you try the routine.
Does my child need help?	You can probably expect the child to continue the routine with you.	If you think your child cannot do the routine on her/his own and needs help to engage, provide levels of help.

Demonstration 3: “Cleaning up after playing”: Set clear, consistent and appropriate expectations to reduce challenging behaviour that aims to stop or avoid something

Facilitation notes

- One facilitator is the adult, another facilitator is the child.
- Please change the gender and name of the adult and child as needed to suit the characteristics of the facilitator playing that role.
- They are sitting at a table together with the blocks (or other stackable items such as cups) and figures between them.
- They have a bag or box for the clean-up routine.

Explain: *Before you play together it is important to:*

Get on the child's level in front of the child.

Plan to use words and gestures that match your child's language level.

Wait – *Pause to give your child room to communicate.*

Respond to any attempts to communicate from your child (eye gaze, gestures, sounds, words).

Arrange your environment – *what materials do you need for the clean-up routine?*

Tip This demonstration will show the following tip

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

Explain

- *In this demonstration we have been playing with blocks for a while.*
- *Then my child grows tired of the activity and wants to leave.*
- *However, I do not want the activity to end with challenging behaviour.*
- *I will make sure that we end the activity on my terms, so I will ask him to clean up one block and then he can go.*
- *When he does not clean up a block on his own, I will gently give him some physical help to clean up.*

Child: [Puts a block on the stack.]

Adult Show and say: “We’re building!” [Stacks a couple of blocks.]

Child: [Whines and tries to get up from table, then pushes a few blocks onto the floor.]

Adult: “Time to clean up!” [Shows the bag to put the blocks into.]

Child: [Whines and pushes another block onto the floor.]

Adult Show and say: “Clean up!” [Puts blocks into the bag.]

Child: [Ignores.]

Adult provides help: Quickly puts all blocks away **except one**.

Warmly but firmly and calmly, says “**Clean up!**”

Takes the child's hand and gently has the child put one block in the bag.

Child: [Whines but allows the adult to help.]

Adult responds: “We cleaned up!” [Claps and smiles.]

Review and discuss

ASK: *What happened right before the behaviour?*

Possible answer:

- Adult and child had been playing for a while.
- Maybe the child was tired of the activity.

ASK: *What was the challenging behaviour?*

Possible answers:

- Pushing the blocks onto the floor.

ASK: *What happened immediately after the behaviour?*

Possible answers:

- The adult **ignored** the challenging behaviour (dropping toys on the floor).
- The adult used **show and say** to help show the child how to clean up.
- The adult cleaned up almost all the blocks to reduce clutter and left the last block for the child.
- The adult set **clear and consistent** expectations about cleaning up **using a kind but firm** tone.
- The adult offered physical help to get the child to put the last block in the bag.
- The adult **responded with positive attention** and praise to appropriate behaviour (putting the last block in the bag with help).



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 216).

- **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 (10 minutes)

Facilitator reads and explains the pictures, and participants follow in their guides (page 217).



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.

Explain

Challenging behaviour to get more sensation (by touch, taste or hearing)

- *Having access to sensation can help some children to ease anxiety/frustration and “regulate” their bodies to stay “cool”, calm and ready to learn.*
- *Behaviours to get access to sensation are automatically rewarding:*
 - *Doing the behaviour gives the sensation the child is seeking.*
- *Some children experience sensations differently than other children.*
- *Some children feel calmer when they have more feeling (sensation):*
 - *Putting things in their mouth, lining up objects to look at them, seeking pressure on their bodies from the environment or from others, etc.*
- *They may seek higher levels of input from touch (pressure), looking (visual), or hearing (auditory).*
- *Other children may be very sensitive and extra sensations bother them:*
 - *For instance, they do not like loud noise or feeling certain fabrics on their skin.*
 - *In this case, if they show challenging behaviour, **the reason might be to stop or avoid** the sensation.*

Explain: Before you decide to target a sensation-seeking challenging behaviour, ask yourself:

	NO	YES
Is the behaviour unsafe, disruptive or preventing my child from learning?	Then this may not be an urgent target.	You want to choose a challenging behaviour that is unsafe or disrupts the child's ability to learn at home or school.

Explain: Goal for responding to a sensation-seeking challenging behaviour

Facilitator reads and explains the pictures, and participants follow in their guides (page 218).

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.

Provide safe and appropriate access to fulfill the sensory need at the first signs of yellow behaviour (start of "dysregulation") or help to develop a more appropriate "replacement behaviour".

Facilitation notes

- If caregivers report that their child is injuring themselves or others, the facilitator should refer the child to other services, if available.

Explain

Replacement behaviour

- A replacement behaviour is an action that provides access to a similar sensation but that is safe and more appropriate than the challenging behaviour.
- Replacement behaviours include communication skills.
- Sensation-seeking challenging behaviour often reduces when children learn to engage appropriately in routines, but sometimes it will continue.

Behaviours that are immediately rewarding by themselves are difficult to change.

<p>A child will sometimes put his fingers inside his mouth and suck on them (seeking touch or input in the mouth).</p>	<p>A child sits in the corner of the room to press her/his back into the walls (seeking pressure).</p>	<p>A child likes to line up, hold or just look at a set of objects (seeking visual sensation).</p>
--	--	--

Examples

A child sits in the corner of the room to press his back into the walls (seeking pressure)

- Teach the child to sit in a chair during your routine.

A child chews on things that are dirty or unsafe, such as items from the ground (seeking touch or input in the mouth).

Create a necklace that the child can chew on by putting some flexible plastic tubing on a string (be careful to choose the right material so the child does not bite off and swallow pieces of tubing).

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



- **?** How do you know a challenging behaviour is aimed at getting a sensation?

→ Look & Listen

- 1) **Look and listen:** Identify the behaviour.
- 2) **Look and listen:** What happened right before the behaviour?
 - Something has upset the child – like a loud sound, a new scent, or a very busy environment.
 - There is no clear trigger for the behaviour because it happens in many different situations.
 - The child has been engaged appropriately for a long period of time.

Strategies

- **Look and listen:** for the behaviour – and before the behaviour.
- **Check your environment:**
 - Can you help your child get access to the sensation and stay engaged in your routine?
 - **Remove objects that are “too interesting” for your child.** Children can get “stuck” looking at or touching an object to get a sensation rather than staying engaged in your routine.
- **Schedule “sensory time”:** Find an appropriate time for the child to take a break and engage in the sensation-seeking behaviour when the behaviour is safe for the child and others.

- **Think about replacement behaviours:** Teach a safe and appropriate alternative behaviour that your child can use to get a similar sensation.
- If you would like to target a sensation-seeking challenging behaviour, you can talk with the facilitators after the session or during your home visit.

Facilitation notes

- To create a chewing necklace or bracelet, use a piece of plastic tubing threaded onto a string. Clean medical tubing or tubing from a hardware store can be used. Necklaces need to be long enough to be chewed comfortably while around the neck. The tubing should be replaced if it becomes damaged. It is important that the child must not swallow pieces of the tubing.
- For children who smear faeces, consider providing the child with something safe that provides a similar sensation, such as dough or shaving cream.
- For children who bite their hands, consider providing a chewing bracelet.
- Consider referral for any child who is harming her/himself or others (e.g. biting themselves or others, banging their head, picking at their skin etc.).



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 219).

- **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.

Plan for home practice and small group activity: Planning your response to challenging behaviour experienced at home (25 minutes)

Facilitation notes

- This section will help to identify target challenging behaviours and to plan appropriate responses.
- Think about the **challenging behaviour from the home practice**:
 - Use strategies to arrange the environment and prevent chances for challenging behaviour.
- Sometimes challenging behaviour still occurs. When challenging behaviour persists:
 - **Make a plan to respond to challenging behaviour** to make it happen less often in future.
- For this exercise, refer to the Table of “Four goals for responding to behaviour” (below).
- **The participants' guide (page 197, “Personal Goals”, page 221 “Home practice activity”) includes a space where families can record:**
 - their target home routines;
 - the target challenging behaviour;
 - their plan to respond to the challenging behaviour.
- Divide participants into two groups, each led by one of the facilitators.
- Support the discussion, answer questions and help ensure that all participants have time to share their plans.
- Give participants 1 minute notice before you change activities.

Table: Four goals for responding to behaviour

If the message sent by the behaviour is:	Our goal when we respond is to:
To get access to something	Help the child to use communication skills to ask (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 to challenging behaviour (ignore the behaviour) and reward appropriate behaviour and skills with praise and attention.
To stop or avoid something	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 they want.

Small group discussion: Plan your response to a challenging behaviour

Ask participants to find the “Before, During and After Behaviour” chart in their guides (page 220). They may wish to refer to it or fill it out during the discussion.



■ Ask each participant in your group the following questions:

- Which **challenging behaviour do you want to reduce?**
- *When does the behaviour happen?*
- *What happens right before the behaviour?*

- *What did you do right after the behaviour?*
- *What do you think is the reason for your child's behaviour?*
- *How will you prevent and respond to your child's challenging behaviour?*
- *What is something you can do for your own well-being this week?*

The group members will work together and help each other decide if they can:

- *Make a plan to respond that fits with the goal:*
 - *It is OK if you are not right the first time!*
 - *You will closely watch your child's behaviour.*
 - *You can revise your plan based on what you see.*
- *Reduce **signals** to prevent the behaviour.*
- ***Plan your response** to practise at home after this session.*

Facilitation notes

Consider asking:

When does the challenging behaviour happen in the routine?

Identify the small steps where the challenging behaviour occurs. Does it occur:

- in the transition to the routine?
- when you end the routine?

When the challenging behaviour happened did you:

- give an instruction or demand?
 - give help using one of the three levels of help?
 - start or end a routine?
 - take away a favourite item?
 - add or take away a sensation?
-

Explain the home practice

- Facilitator reads, and participants follow in their guides (page 221).
 - **Choose 2 home routines.**
 - *These can be the same activities as you did before, or something different.*
 - **Spend 5 minutes** with your child every time you do the activity together.
 - *Notice and respond to your child's communication.*
 - **Look and listen** for challenging behaviours and their signals.
 - *Think about what happens **before** the challenging behaviour.*
 - *Use the plan made today to respond to the challenging behaviour.*

Review the session and plan for the next session (10 minutes)

Review of key messages and tips



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)



Tips

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

ASK:

- What did you find was the most meaningful key strategy for your family?
- Other thoughts? Other questions? Encourage participants to respond to one another.



Planning for the next session

Reminder for next session

- Session 9 is our next and final session [give date, time and place]. We will be learning about how to solve problems and care for ourselves as caregivers.
- We hope to see everyone there. If you cannot come to Session 9 for whatever reason, we will get in touch with you to plan the final home visit which will happen after Session 9.

Optional: The facilitator may wish to plan for food and refreshments after the next session.

Additional activity: Making picture schedules (15 minutes)

- Facilitators help families to construct additional picture schedules for a major specific challenge that they would like to target at home.
- Help the families to decide what icons/pictures/symbols to use to represent each small step:
 - how to obtain the symbols (take pictures on their telephone, draw on a piece of paper);
 - how many steps to put on their schedule.
- Facilitators help to guide parents in practising how to use the picture schedule when doing a major task with their child.

Additional facilitation notes

Facilitation notes: Children with other health conditions

Other health conditions can make it difficult for children to show positive behaviour and engage in routines.

Additional tips for caregivers of children with other health conditions:

- Other health conditions can make it more likely that a child will show challenging behaviour. Help caregivers develop realistic expectations. They may notice no change in their child's behaviour as they follow the behaviour modules in the course. This does not mean they are doing anything wrong. Patterns of behaviour may take a long time to change. Some behaviours, especially behaviours to get a sensation, can be very difficult to change.
- If a child with another health condition is showing challenging behaviour to stop or avoid an activity or situation, caregivers should consider whether the activity is too difficult or upsetting for the child.

Examples:

- a. A child who is overactive or has difficulty paying attention may be able to engage in an activity only for a short period. If a child often shows challenging behaviour during a routine, it may be better to do the routine in a series of short steps with breaks in-between rather than trying to get the child to cooperate to do the whole routine at once.
 - b. An anxious child may exhibit a tantrum when the caregiver brings the child to the market or other crowded place. However, because their child is afraid, forcing the child to go in the market is likely to make the behaviour worse. The child needs to learn gradually that the market is safe. The caregiver can help the child to get used to the market by playing outside the market, then going inside for a moment when it is not very busy, and gradually increasing the time in the market until it is less scary for the child. Caregivers can help anxious children to practise the feared situation until the child learns that it is safe.
-

9

Session 9: Problem-solving and self-care



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Information for facilitators

Support materials

- Facilitator guides – one for each facilitator.
- Participants' guides for Session 9 – one for each participant.
- Participant feedback forms.
- Large pieces of paper (5–10) and markers to display ideas for the group OR access to a chalkboard or whiteboard. [*Consider need for adaptation*]
- Clock or timer to keep track of time during the session.

Advance preparation

- Provisions for family celebration.
- Participant certificates (see final pages of this guide).
- Summary of tips and key messages document – one for each participant.

Learning objectives

1. Recognize one's progress in the course and set goals for the future.
2. Appreciate the importance of self-care.
3. Know basic self-care strategies, understand the importance of social support and engage in meaningful and enjoyable activities.
4. Know how to use problem-solving to help oneself.
5. Know how to expand current routines to keep them going after the course ends.

Key messages

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

Skills and strategies (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.

Schedule of activities

5 minutes	Brief wellness activity
20 minutes	Review of key messages, tips and home practice. Introduce Session 9
15 minutes	Look back at your progress and identify next steps
20 minutes	Keeping your routines going: Expanding and linking routines
15 minutes	Rosa's story part 1: Learning to look after my health and well-being
15 minutes	***BREAK***
15 minutes	Caring for yourself
20 minutes	Rosa's story part 2: Problem-solving
20 minutes	Review the course. Plan for home practice and practice in pairs
Time = 75 minutes before the break and 55 minutes after the break	
15 minutes	Optional: Certificates of participation

Brief wellness activity (5 minutes)

Facilitation notes

- Lead participants through a calming abdominal breathing exercise.
 - If uncomfortable, participants can opt out of this activity.
 - Time this activity (3 minutes of calming breathing) and observe participants.
 - Offer guidance to any participants who are breathing quickly or who appear stressed.
-

Explain and lead activity

- *When ready, sit comfortably with back straight.*
- *One hand on your belly, the other on your upper chest.*
- *Breathe in normal-sized breaths slowly and easily through your nose.*
- *Feel the hand on your belly move slowly in and out with each breath, while your upper hand stays mostly still.*
- *Find the rhythm of breathing.*
- *It may feel new to breathe into the bottom part of your chest or it may feel comfortable.*
- *If you feel dizzy or uncomfortable, stop and breathe regularly with your hands in place.*
- *Optional: with each breath, think the word “calm” or any other relaxing word.*

Review of key messages, tips and home practice. Introduce Session 9 (20 minutes)

Review key messages and tips from the last session



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).



Tips

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

Discuss home practice

- In the last session you each set a **target challenging behaviour for your child**.
- Take a moment to think about the target you set for your child during the last session.

Review home practice plan from the last session

- **Choose two routines.**
- **Spend 5 minutes** with your child every time you do the activity together.
- Notice and respond to your child's communication.
- **Use the plan to respond to the challenging behaviour.**
- Look and listen for what happens **before** the challenging behaviour.
- Use your "Before, During and After Behaviour" chart as a reminder.

Participants share with the group

ASK: What was one thing that went well this week? You could share something about yourself or your child, or the well-being activity you did.

- What routine did you practise?
- What was the **target challenging behaviour?** (What does it sound or look like?)
- **What happened right before the behaviour?**
- How did you plan to respond to the behaviour?



Facilitation notes

- Repeat and affirm/praise responses.
- Ensure that everyone has a chance to speak (but do not let anyone speak for too long).
- When inviting participants to share one thing that went well that week, emphasize that it does not have to be an example of the child's skills, but it could be an example of a time the caregiver was more patient or kind, thought of a new idea for play or a new routine, or a strength they noted in their child.
- Encourage the participants to support and give suggestions to other caregivers, for example by asking other participants first what they would suggest as an approach to solve a difficulty, without the facilitator offering a suggestion immediately.
- Give 1 minute notice before changing activities (to model timing).
- After reviewing the home practice, invite participants to fill out the page called "Home practice review" on page 233 of their participants' guide.

[Consider need for adaptation]

Introduction to Session 9

Facilitator reads and participants follow in their guides (page 235).

- *Today we will review the progress each participant has made during the course.*
- *We will learn:*
 - *how to continue practising skills and goal-setting;*
 - *about caregiver stress and self-care;*
 - *how to find solutions to problems that may come up.*



Look back at your progress and identify next steps (15 minutes)

Explain

- *Over the duration of the course, you have been asked to do a lot of extra work to help your child.*
- *Congratulations for working so hard!*
- *We have seen great things from your children and from you!*
- *It is important that we recognize how much progress you have made.*

Individual activity

Explain

- *I will ask a question about your goals for this course.*
- *You will have **one minute** to think about your answer.*
- *There will be **four questions in total**.*
- *This is a personal activity that will be done in silence.*
- ***You will not be asked to share** your answers with the group.*

Important considerations

It is OK if you have not met your goals.	You are trying hard.	There are some things that have been going well.
--	----------------------	--

Explain (personal reflection)

- *Think back to the **goals you made** for your child during the home visit **at the beginning** of the course.*
- *Think of the things you were **hoping would improve** by coming to the course and doing the home practice.*
- *Think about **the routines you have chosen** to work on and the **goals you set** for improving your child's communication and challenging behaviour, and the **small step** that you have focused on.*

ASK

1. *What progress have you made towards these goals?*
– Pause for 1 minute to allow participants to think quietly.
2. *What did you do well to achieve this progress?*
– Pause for 1 minute to allow participants to think quietly.
3. *What are the strengths that you showed?*
– Pause for 1 minute to allow participants to think quietly.
4. *What difficulties did you have as you worked toward your goals?*
– Pause for 1 minute to allow participants to think quietly.
5. *Outside of the routines you chose, have you seen progress in other ways that were not part of your original goals?*
– Pause for 1 minute to allow participants to think quietly.
6. *What are your next steps? How will you keep using your routines and expand your routines to reach your goals?*
– Pause for 1 minute to allow participants to think quietly.

Planning your child’s next communication goals

Facilitator explains and participants follow in their guides (page 238).

An **IMPORTANT GOAL** is your child’s **communication skill target**.

The communication goals 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.

Review of communication skill targets

Communicate to request	Communicate to share
Not yet	Not yet
Eye contact	Eye contact
Gestures: reaches to request, gives to request, points to request	Gestures: shows to share, points to share, gives to share
1 word to request	1 word to share
2 words together to request	2 words together to share
3 or more words together to request	3 words or more together to share
Child combines many words, gestures and eye contact	Child combines many words, gestures and eye contact

- For children who are not yet talking, our target is **always 1 spoken word and a behaviour without words** (eye contact or gesture).

- *Your child's next target will often be in the row immediately beneath the one you are at.*
 - *For example, if you are working on eye contact then the next step is to target the use of a gesture to communicate.*



Key message 1: Continue to set goals for yourself and your child and review your progress

- Facilitator reads and explains the pictures, and participants follow in their guides (page 239).

The first key message is: 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 once 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?*

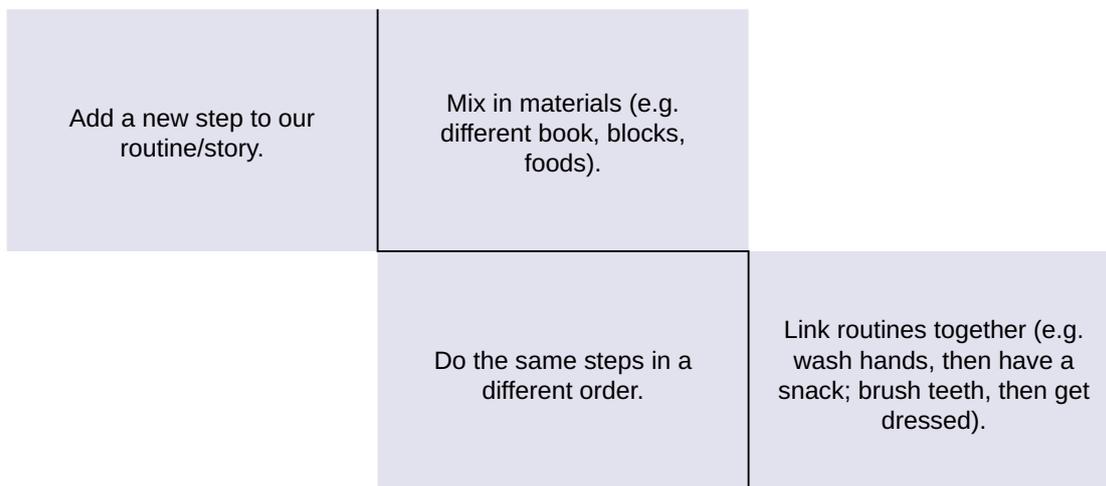


Keeping your routines going: Expanding and linking routines (20 minutes)

Explain

- *You have been working on the same target routines for many weeks.*
- *How do you expand your routines and:*
 - *keep them interesting and fun?*
 - *help your child spend more time sharing engagement with you?*
 - *find more chances to learn?*

How can we expand?



Ideas for expanding common routines

Play

- *Add new materials, add another step to your routine (e.g. if the routine is to take cups out of a container and stack them, add the step: put the cups back in the container).*

Sharing a book

- *Different books, more advanced books, read more words, new subjects, add a song, add objects (e.g. add toy animals to the farm book).*

Getting dressed

- *Get dressed in a different order (e.g. if pants are always first, try socks first). Make this part of a morning routine: expand to tying shoes, packing bag, choosing clothes.*

Snack or mealtime

- *Different utensils, containers, foods, add “wash hands” or “set table”.*

Bath time

- *Add water play, add dressing, add tooth-brushing.*

Other ideas for expanding common routines: Involve the siblings

- *Another way of expanding a routine could be to involve other family members*
 - *Younger or older siblings can be great partners in your routines!*
- *Remember to:*
 - *Stay involved in the routine: keep an active role in the routine.*
 - *Help all the children to stay engaged:*
 - i. *Choose routines in which the sibling can take part with only a little support from you (such as “Say” or “Say again”) so that you can focus on your child with a developmental disability or delay.*
 - ii. *Choose steps that are suitable for each of your children – not too easy and not too difficult.*
 - *Keep it fun and positive for all the children!*

Some ideas

- *Prepare vegetables:*
 - *Your child gets green beans from a basket.*
 - *An older sibling peels them and puts the beans in a bowl.*
 - *Your child gets the bowl to you.*
 - *You pour them in the pan.*
- *Share a book:*
 - *Your child and a sibling take turns in choosing a book.*
 - *You and both children take turns in pointing and naming pictures.*
 - *The sibling shows how to match toy figurines to the pictures (e.g. cow figurine with picture of a cow).*
- *Get ready for mealtime:*
 - *Your child gets the forks and spoons and places them on the table.*
 - *A younger sibling gets paper towels or napkins.*
 - *You get the dishes and glasses.*
 - *In turn, you point and name items (e.g. “Mommy’s dish”).*

Discussion

Facilitation notes

- Divide the caregivers into two groups with one facilitator in each group.
 - Guide discussion on ways to expand routines.
 - WRITE ideas for expanding routines on the board or a large piece of paper.
[Consider need for adaptation]
 - Each group should make a list of at least four suggestions.
 - Talk about the routines practised at home (or target routines).
-

Explain

Each of the caregivers will tell the group:

- *your target routine/s;*
- *the small steps of the routine/s.*



Explain

- *Sometimes your child will not follow our proposals of adding new steps, new materials, changing the order of steps or linking the play or home routine to another one.*
- *That is OK!*
- *It is important to keep trying.*
- *You may have to try many different strategies to expand the routine and/or the same strategy many times before your child tries it.*



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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 240).

- Expand your routines: use *Show and say* to add new steps.
- Notice when your routine needs a new step to continue.
- Show and say*: demonstrate the step and comment on it.

Play routine examples:

- Block-stacking routine** — show: build the same blocks in a different way. Say a comment at the child's level, e.g. "Castle!" to a child who is quiet or says a few words, or "We built the castle!" to a child who already speaks by combining words.
- Building a farm or zoo out of blocks** — show: put animals in the block farm and say a comment at the child's level, e.g. "Goat!" or "Goat in!"



Home routine example

- Putting on a jacket** — show: zip up the jacket and say a comment at the child's level, e.g. "Pull up!" then praise the child "Pull up! You did it!"




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

- Facilitator reads and explains the pictures, and participants follow in their guides (page 241).

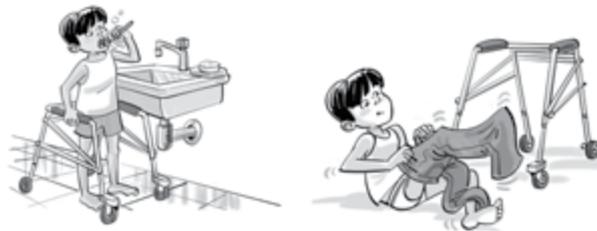
- Link two routines together to expand a routine that the child can do.
- When your child can do a home routine on her/his own, you can link two routines together.

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.

Explain

- Parenting can be hard work, especially when your child has developmental difficulties.
- It takes extra energy to continue to practise things that you learned in this course with your child.
- The next story is about a parent who experienced some difficulties.
- Afterwards we will discuss what could make things easier for her.

Rosa's story part 1: learning to look after my health and well-being (15 minutes)

Facilitator reads and explains the pictures, and participants follow in their guides (page 242).

Illustration

Facilitator reads



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 he 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 as if 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.

Discussion

Facilitation notes

- Encourage participants to share their ideas and thank them for participating.
 - Give participants notice when there is 1 minute left in this activity.
-



Explain

- *Caregivers sometimes become so stressed when they are busy caring for others that they do not care for themselves. Sometimes it is difficult to make time for ourselves.*
- *Focusing on our own well-being takes extra effort and energy.*

ASK

What signs of stress did Rosa show?

Possible answers:

- many difficult thoughts;
 - forgetfulness;
 - avoidance;
 - crying more than usual;
 - headaches;
 - difficulty in sleeping;
 - poor appetite;
 - tiredness;
 - social isolation.
-

ASK

Do you think that caregivers should spend extra effort and energy taking care of themselves?

Why? Are there any questions or additional thoughts?

Facilitation notes

Facilitators may mention the following points and relate them to Rosa:

- Caregivers who take care of themselves may have more energy to take care of others.
 - When you are less stressed and have more energy, you can remain calm and consistent, and you are better able to engage with your child, which is best for their learning.
 - Caregivers can protect their health by taking care of themselves.
 - It may be even more difficult to try and find small ways to care for oneself when caregivers have limited money or time, but this is so important for the entire family.
 - If we have better well-being it will be easier to cope when there are unexpected difficult situations.
 - Rosa missed out on the chance to talk to her friend. This may not only have an impact on their relationship, but it also means that Rosa misses out on some support.
-

BREAK (15 minutes)

Caring for yourself (15 minutes)

Discussion

Facilitation notes

- Encourage participants to share their ideas and thank them for participating.
- Give participants notice when there is 1 minute left in this activity.



Explain

- *Sometimes caregivers can feel guilty if they take time out to look after themselves. This is common.*
- *Caregivers often ignore their own needs because they are trying to help their families.*
- *We can see from Rosa's story that it is very important to find ways to allow yourself to care for yourself.*
- *It is important that you are kind to yourself and that you set yourself small goals for starting to care for yourself.*

ASK

What are you already doing to take care of yourself, maintain your well-being and manage the stress that can come with caring for a child with a developmental difficulty?

Consider asking additional questions to further an understanding of self-care

1. What about **eating**? Are you able to have regular meals? What about the food you eat?

Answer:

- *Trying to eat regularly and eating the best food we can is likely to be helpful for both our bodies and our minds.*

2. Is it important to you to try to get enough sleep? How do you try to do that?

Answer:

- **Sleep** is important in maintaining our energy, and the amount of sleep we have can also impact on our stress and other emotions.

3. **Physical exercise** can also reduce stress and can improve our health and mental well-being. Do you try to engage in exercise?
4. **Religion and spirituality** are important for many people. Are they helpful to your well-being?
5. **Feeling connected to and supported by other people** is very important for well-being. Sometimes, in order to stay connected, it is important to reach out to people around us. If you needed to feel more connection and support, who could you reach out to?
6. What supportive groups or individuals are in your area? (e.g. people from religious communities, religious leaders, community elders, community groups, mothers' groups etc.). Who do you find is helpful to talk to?
7. **Accepting reality: This means that we acknowledge what our situation actually is and we stop fighting with facts we cannot change.** Acceptance does not mean that you like something

or that you want things to be how they are. For example, if Rosa spends a lot of her energy wishing that her son did not have a developmental difficulty, this would not be very helpful to her. It may help her more if she accepts that he does have these challenges and then uses her energy to help him rather than wishing his challenges would go away. Have you tried to accept how things are and do you focus on what you can do to help yourself or your family? Has anything helped you do that?

8. **Spending some time on pleasant activities – such as meeting with friends and family, reading, taking a walk or watching a movie - can help us to cope with stress and regain our energies.**
9. Are there **other things** that you think are important for protecting your health and well-being?

Pause to give participants the opportunity to respond.

- Examples might include such things as yoga, meditation, avoiding alcohol/cigarettes/ caffeine/ other drugs etc.

Key message 2: Care for yourself to help you and your child

- Facilitator reads and explains the pictures, and participants follow in their guides (page 246).

The second key message is: 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.

ASK: Are there any questions before we continue? Encourage participants to respond to each other.

Rosa's story part 2: problem-solving (20 minutes)

Explain

- We are going to hear more about Rosa and one of the strategies she found helpful. Participants follow in their guides on page 247.

Guide illustration

Facilitator reads



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.



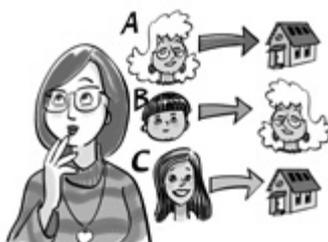
Rosa spoke with Francesca and it made her feel better. She even told Francesca about the difficulties she was having with Andrea and Francesca was very encouraging.



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 is 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 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	Cons
<ul style="list-style-type: none"> ▪ I do not have to take the time to travel to visit Francesca 	<ul style="list-style-type: none"> ▪ 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	Cons
<ul style="list-style-type: none"> ▪ Maria knows what to do if Andrea has a tantrum ▪ Andrea and Lucia could be around Maria's son, Luca 	<ul style="list-style-type: none"> ▪ 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, Rosa 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

- Facilitator reads and explains the pictures, participants follow in their guides (page 252).

The third key message is: 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!

ASK: *Are there any questions?* Encourage participants to respond to each other.

Practise the problem-solving activity

Facilitation notes

- Explain all instructions before the activity.
- Time the activity and inform participants when to conclude their discussion.
- At the end of the activity, ask two or three groups to share what problem-solving was like for them and invite them to share anything they learned.

Explain the instructions

1. *Find a partner (a group of three persons is OK if necessary).*
 2. *Talk together and choose a problem to work on with problem-solving:*
 - *Think about the goals that you have set for the coming months and what problem(s) you may face.*
 - *The problem should be something that is happening now and that you have control over.*
 - *Each group will work on only one problem for this activity.*
 3. *Follow the steps given in Rosa's story plus the key messages to decide on a solution to your problem.*
 4. *You will have **10 minutes to do the problem-solving together and then we will talk as a group.***
 5. *The facilitators can provide suggestions if you do not know what to do, or if you are not sure which problem to choose.*
- **ASK:** *Are there any questions? Encourage group response.*

Review the course. Plan for home practice and practice in pairs (20 minutes)



Discussion

Review the key messages and tips of the course:

Facilitation notes

- Invite participants to refer to all key messages and tips introduced during the course.
- Invite participants to share what key message or strategy they consider most important or most helpful for their families, or the messages or strategies that are most difficult to apply.
- Encourage discussion.
- You can facilitate discussion by displaying a copy of all the key messages on the wall or on a large piece of paper.
- Remind participants that they can always refer to these key messages and tips and their illustrations and explanations in the participants' guides.
- After the activity, invite participants to fill out the "Review of target skills" section on page 236 of their participants' guide.

Activity in pairs: meaningful and enjoyable activities

- Participants can stay in their groups or change if they wish.

Explain home practice

Facilitator reads, and participants follow in their guides (page 253).

1. **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.
2. **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.
3. **Plan when you will do the self-care activity and discuss how you will remember:**
 - Each partner should have a chance to answer these questions. You will have 2 minutes each to discuss and plan.
4. **Think about – and possibly write down in your participants' guide – the goal(s) you have set for the coming month, what you will do to try to reach those goals, who will be able to help you and what problems you may face.**
 - The facilitator will help you to refine this plan during the next home visit.

Tell your partner:

- what two routines you will do with your child;
- what activity you will do that is important to you;
- how you will remember to do the home practice.
- You will review this home practice with the facilitator during the next home visit.

Reminders and announcements

- Remind participants that there will be one more home visit.
- Participants may want to continue to meet after the course is finished.

Read the following statements

- *Sometimes at the end of the course, caregivers 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.*
- *We just want to let you know that, if anyone is interested, we would be happy to speak with you at the end of the session or after you receive your certificates.*
- *If you are interested in meeting again, it can be helpful if there are a couple of people who are ready to collect contact information and plan the next time and place to meet. We can help you know what you need to do to organize a group.*

Facilitation notes: Children with other health conditions

Having children with other health conditions can have an impact on caregiver well-being

Additional tips for caregivers of children with other health conditions:

- Self-care is important for all caregivers, and especially for caregivers who have children with developmental delays or disabilities and who also have other health conditions.
 - It can be helpful for caregivers of children with other health conditions to connect with other caregivers who have children with similar issues.
 - Caregivers' experience of stigma due to misunderstanding about health conditions such as epilepsy and cerebral palsy can impact their well-being and the well-being of their children.
-

Optional: Certificates of participation (15 minutes)

- Award the certificates to each caregiver (see next two pages for sample certificate).
- Invite each caregiver to mention one thing that they have noticed that has improved for their child, and one thing that has been positive for the family or caregiver themselves.
- Refreshments and/or food to follow the practice, if arrangements are made.

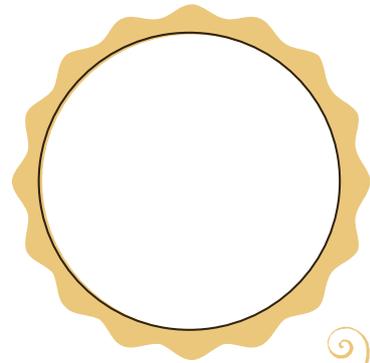


CERTIFICATE of ACHIEVEMENT

THIS ACKNOWLEDGES THAT

PARTICIPATED IN

The World Health Organization's Caregiver Skills Training



SIGNED, _____
Facilitator

SIGNED, _____
Facilitator

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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