

# Positive Behaviour Support Cards

for people, their families  
and their disability services

**These questions help you think about  
what to do when someone you know  
has behaviour which is challenging.**



**Understanding  
Me**



Government of **Western Australia**  
Department of **Communities**



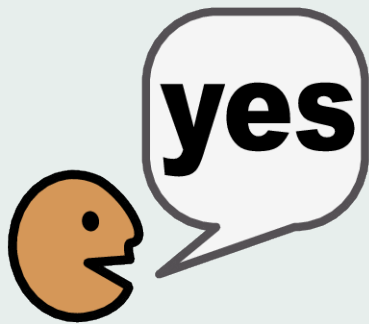
This resource was developed through a grant funded by the WA Department of Communities, Disability Services. This work is copyright. No part may be reproduced without the permission of WAiS.

WaiS acknowledges Uniting WA & Microboards Australia  
for their *Strong People Behaviour Cards*.

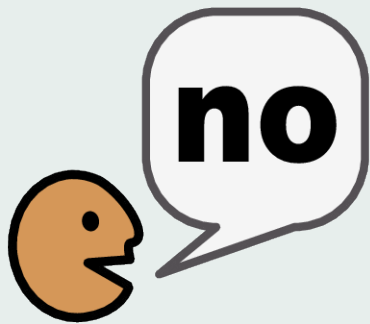
We thank them for their support to redesign the cards as  
the *Understanding Me* resource.

<https://unitingwa.org.au/news-and-resources/resources>

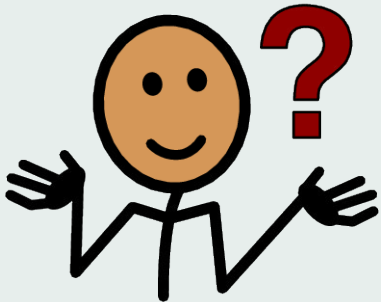












**Maybe**





# All About Me



Do people know me  
really well?

Make posters about the person by answering the questions on the green cards.

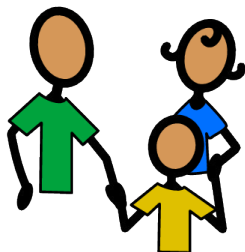
## All About Me



Me



My Community



My Family

# All About Me



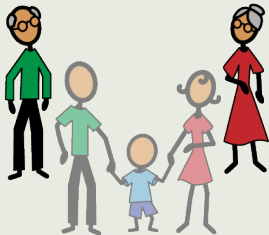
Do people know  
where I'm from,  
what's my country  
and my language?

## **Write or draw on the person's poster**

- where they are from
- the name of their country
- their language
- their skin name, Aboriginal name or nick names
- what their country means to them.

Who could help you know more about the person's connection to family and country?

# All About Me



Do people know:

Who is my family?

Who in my family is  
really important to me?

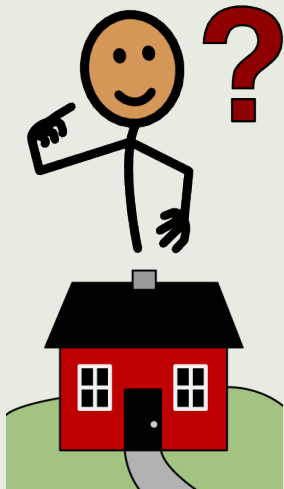
What I like doing with  
them?

## **Write or draw on the person's poster**

- the people who are their family and their names
- the important family people
- what the person likes doing with their family.

Who could help you know more about the person's family and what the person likes to do with them?

# All About Me



Do people know  
where I like to live and  
who I like to live with?

## **Write or draw on the person's poster**

- where the person likes to live
- who the person likes to live with.

Who could help you learn more about where the person likes to live and who with?

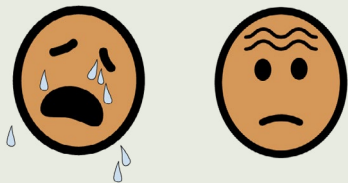


# All About Me



Do people know:

What makes me sad?



What worries me?

## **Make a poster showing**

- what makes the person sad
- what worries the person
- how they let you know these feelings.

**With your group, talk about all the ways the person lets you know they are feeling sad and worried.**

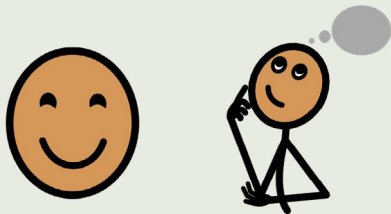
When this is happening...	Joe does this...	We think it means...	and we think we should...

# All About Me



Do people know:

What makes me happy?



What I want to do  
in the future?

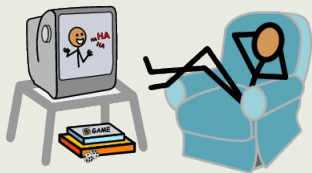
## **Make a poster showing**

- what makes the person happy
- what they would like to do in the future
- how they let you know these feelings.

**With your group, talk about all the ways the person lets you know they are happy. You can put your ideas into a chart like this.**

When this is happening...	Joe does this...	We think it means...	and we think we should...

# All About Me



Do people know  
what I do for fun?

How I relax?



Who are my friends?

## **Make a poster showing**

- who are their friends
- what the person likes to do for fun
- what relaxes the person.

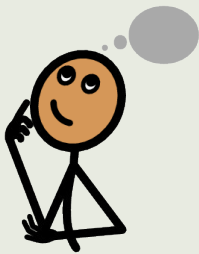
**With your group, think about more things the person could try with friends for relaxation and fun. You can put your ideas into a chart like this.**

Joe's friends are...	For fun, Joe could try...	For relaxing, Joe could try...

# All About Me



Do people understand  
the unique way I think?



How I respond to what's  
happening around  
me and how I make  
decisions?

## **Make a poster about the person's unique ways of thinking and acting.**

Talk about

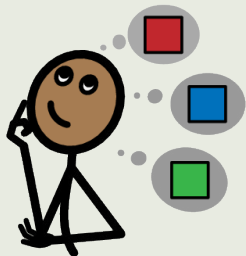
- what makes a difference to the person's ability to control their thoughts, their decision making and actions
- early signs that the person may be going to behave in a challenging way
- how places or routines can be set up to help the person's unique ways of thinking and acting
- how signs, touch or sounds can be used to help the person to settle
- how the person learns new skills
- how the person is recognised for their strengths and special talents
- how you keep calm when the person's behaviour is difficult.



# All About Me



Do people know who  
listens to me ?



Who helps me make  
choices and decisions?

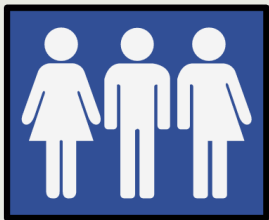
## **Make a poster about the people who:**

- listen to the person
- help the person make choices and decisions.

# All About Me



Do people know and respect the unique way I think about myself?



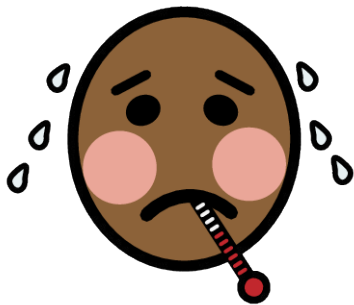
Am I identified the way I want to be identified?

## **Write or draw on the person's poster**

- How the person identifies themselves – Consider using a Gender Passport or other resource  
<http://lgbtihealth.org.au/passport/>
- How the person likes to be referred to – If you are not sure use they/them words

Who could help you to learn more about how the person identifies themselves and how they prefer to be referred to?

# My Health and Wellbeing



Do people know  
how to help me to  
be healthy?

## **All people are more relaxed and happy when they get:**

- good sleep
- the right food in the right way for them
- enough water
- enough activity.

Some people may be more likely to have health problems such as epilepsy, allergies, ear infections, stomach reflux, sleep disturbances, monthly period pain and constipation. Some people with disability are also less likely than other people to be diagnosed and get treatment for these health problems.

Sickness or pain can make a person have challenging behaviour.

# My Health and Wellbeing



Do people know  
when I am in pain?

Do you know when something is wrong,  
like when the person has pain?


How does the person let you know?

Is the person free from ear infection?

What can you do to help the person's pain?

Who else needs to know this information?

Do you need help to let them know?

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# My Health and Wellbeing



Do people know  
when I am unwell?


Do you know when something is wrong, like when the person is sick or has a bad stomach?

How does the person let you know?

What can you do to help them get well?

Who else needs to know this information?

Do you need help to let them know?

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# My Health and Wellbeing



Does the person see  
a dentist regularly?


Do people know when something is wrong, like when the person has mouth pain?

How does the person let you know?

What can you do to help their mouth pain?

Who else needs to know this information?

Do you need help to let them know?

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# My Health and Wellbeing



Do people know:

If I am eating the right food for me?

If my food is prepared in the right way for me?


Do you know when something is wrong, like when the person is sick from eating the wrong food for them, or from food that's prepared in the wrong way for them?

How does the person let you know?

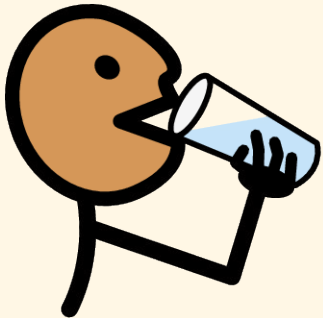
What can you do to help them eat food that is right for them?

Who else needs to know this information?

Do you need help to let others know?

A solid yellow horizontal bar at the bottom of the page.

# My Health and Wellbeing



Do people know  
if I am drinking  
enough water?

Do you know when something is wrong, like when the person is sick from not drinking enough water?

How does the person let you know?

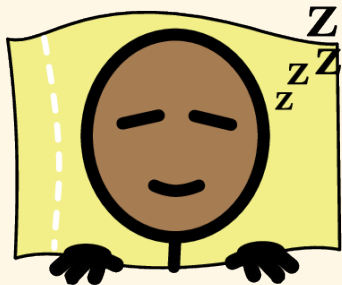
What can you do to help them drink enough water?

Who else needs to know this information?

Do you need help to let others know?



# My Health and Wellbeing



Do people know  
if I am getting  
good sleep?


Do you know when something is wrong, like when the person is not getting good sleep?

How does the person let you know?

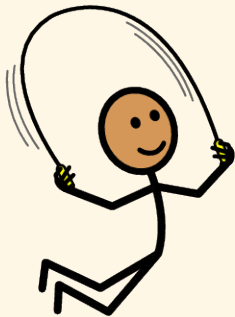
What can you do to help them get good sleep?

Who else needs to know this information?

Do you need help to let others know?

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# My Health and Wellbeing



Do people know if I  
am active enough?


Do you know when something is wrong, like when the person is sick or restless from not moving enough?

How does the person let you know?

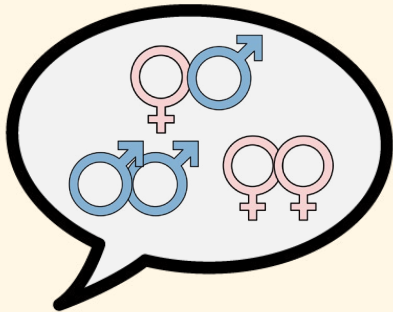
What can you do to help them be more active?

Who else needs to know this information?

Do you need help to let others know?

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# My Health and Wellbeing



Do people know if  
my sexual needs  
are being met?

Do you know when something is wrong, like when the person has sexual needs that are difficult for them to manage?

How does the person let you know?

Who else needs to know this information?

Who can help the person with this?

Do you, the person or others need help to talk about this?

# My Family and Community



Does your family  
and community get  
good help?

When your family is getting good help, everyone will probably all feel stronger and more relaxed.

That's good for your family member.

They will feel stronger and more relaxed, too.



# My Family and Community



Is your family  
feeling strong?

When behaviours happen, how do you feel?

Why do you think it has happened?

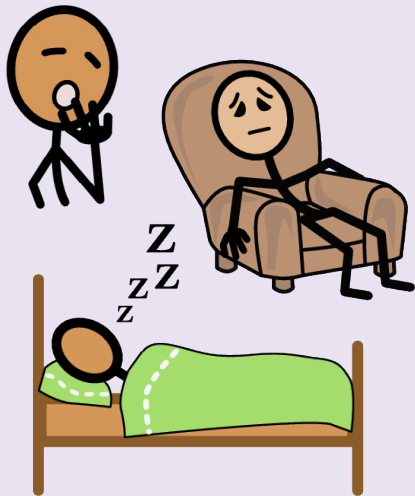
How are you feeling about what this means for your life, the person's life and your family?

What would help you and your family feel stronger?

Who can you can talk to about this?

Do you need help to talk to them?

# My Family and Community



Is your family  
getting good sleep?

What would help your family to get good sleep?

Who can help you to try out your ideas for getting good sleep?

Do you need help to talk to them?

# My Family and Community



Is your family  
getting good help  
from your  
community?

What could your community do to help you?

Is there someone who can talk to your community about getting help for you?

What would you or your supporter say to your community?

# My Family and Community




Is your family's  
culture understood  
and respected?

How can your services and community learn about your family's culture?

What could your services do to show respect for your family's culture?

Is there someone in the service who you can talk to about your ideas?





# My Family and Community



**NDIS** Quality  
and Safeguards  
Commission

Does your family  
feel like they can  
trust the services  
that can help them?

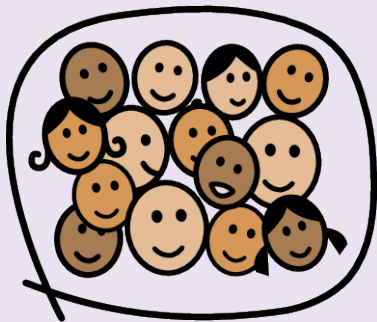
What do you need to happen so you can trust your services?

Do you need help to talk to your services about this?

Who could help you talk to your services about this?

Is there someone in the services you can talk to?

# My Family and Community



Are **all** your services  
working together?

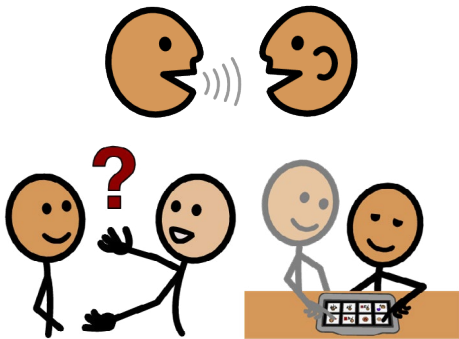
Are **all** your services working together well to help your family?

Have your services let you know about your rights?

How could your community and your services work better together to help your family and the person?

Who from your services needs to know this?

# My Communication




Do I get help to  
communicate and  
be understood?

All people use their hands, eyes, body and voice to talk to other people and to connect. People with disability may not use words as their main way of talking.

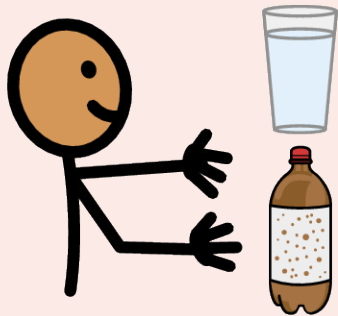
When other people don't understand or notice what a person is saying, the person might get angry, frustrated or sad.

When a person doesn't know what's happening next, they may get anxious and worried. There are many different things people may do when they are feeling anxious and worried, including talking a lot, biting their nails and skin until they bleed, shaking their leg, spacing out, pulling their hair and running away.

People with disability have the same right as anyone else to communicate and to be understood.

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# My Communication



Do people know  
when I am asking for  
what I want?

**With your group of people, make a list of all the ways the person lets you know what they want.**

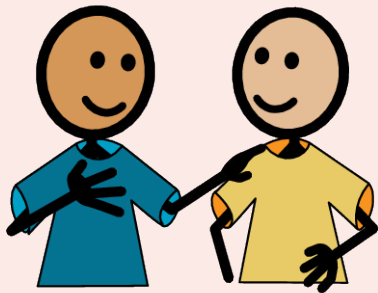
How can you help other people to know this information?

Does the person need help to find more ways to ask for what they want, like symbols, pictures, photos, signs, pointing and technology?

What do you need to get that help? eg a speech therapist, funding, a place to meet, help to make a meeting?



# My Communication



Do people give me  
attention when I  
ask for it?

**If you don't use words, some people think you don't need to connect or have conversations. That's not right.**

All people need to:

- know that other people care about them
- feel included
- know what's going on.

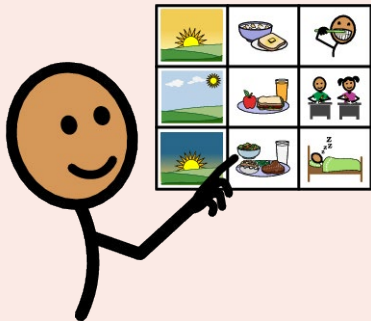
Sometimes the only way people can get attention from others is by having challenging behaviour.

Do you give the person attention and talk to them?

Do you need help to know how to give the person attention and talk to them? Who else needs this information?

Who can help teach others how to give the person attention and talk to them?

# My Communication



Do I have a way  
to know what's  
happening and when?

**People can feel anxious if they don't know what is going to happen next in their life, what is expected of them, or when things are going to happen. When things feel out of control, people can feel worried.**

Does the person have a routine for what's important to them?

Do you need help to make a routine for the person?

Does the person have a way to know what is happening now and in the future?

Do you need help to find ways to let the person know what is happening now and in the future?

Who else needs this information?

# My Communication



Do I have a way to  
make choices?

**With your group, make a list of all the ways the person lets you know their choices, like using their eyes, pointing, saying words or making sounds, using technology or a Yes/No button.**

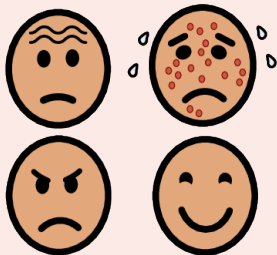
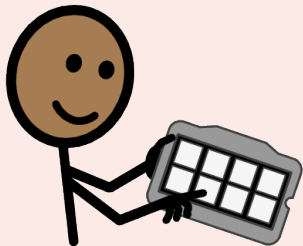
Does the person need help to let others know their choices?

Who can help the person get stronger at letting others know their choices?

How can your family get that help?

People have the right to say 'No' to a choice and to have that choice respected. Do people show respect when the person says 'No' to a choice?

# My Communication



Do I have a way to  
let you know how I  
am feeling?

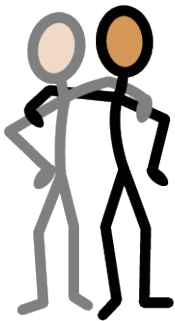
**Even when a person doesn't use words, they still communicate how they feel by using their voice, eyes, face, body and behaviour.** For example, a person might move towards things they like or push away things they don't like. Sometimes when other people don't understand what the person is trying to say, they might say the person's behaviour is challenging.

Do people know how the person lets others know

- what they like and don't like
- when they are feeling strong and safe
- who they like being with
- when they have pain
- when something is wrong?



# My Relationships




Do I get help for  
my relationships?

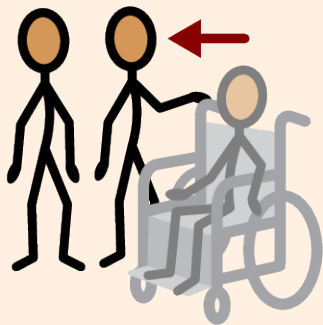
When people don't get to be with their community or their family, they might feel sick, sad, angry or lonely.

When people are lonely, they may show this in their behaviour.

Being lonely is a reason people with disability may have challenging behaviour.

A solid orange horizontal bar at the bottom of the slide.

# My Relationships



Am I included in  
what my family and  
community are doing?

**With your group, make a list of all the activities the person could be included in with their family and community.**

What activities would the person especially like to be included in? (Look back at the ALL ABOUT ME poster).

What help does the family or the community need to include the person? eg better understanding about the person, equipment like a wheelchair, funding, a support person.

Who are the natural, go-to leaders in your family and community you could talk to about helping the person to be included?

Who are the service people you can talk to about getting help for your community to include the person?

# My Relationships



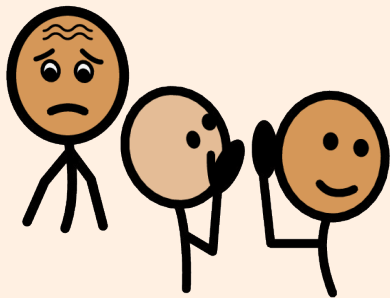
Do I get to spend time  
with my own friends?

**With your group, make a list of all the people who the person would like to spend more time with.**

What help is needed for the person to spend more time with those people? eg equipment, transport, a support person, funding, making a phone call.

Who can you talk to about getting that help?

# My Relationships



Do people talk *with* you, or do they talk about you without including you?

**It's not respectful to speak about a person, in front of them, as if they are not there. People have the right to be spoken with, not about, when the conversation is about them. People have the right to have their privacy respected, and to not have their business talked about in front of them.**

**People are more likely to get good help, and to feel strong and safe, when their helping people ask them about how to give good help.**

Who is really good at talking with the person, and not leaving them out?

What can you learn from them?

Who else needs to know how to do this?



# My Relationships



Do I get to see the people who are important to me?

**With your group, make a list of the people who are important to the person and who they need to see.**

They may be people who

- they love
- they like doing things with
- help them make decisions
- they have important relationships with
- they have responsibilities for.

What's stopping the person from getting to see these people?

What help does the person need to get to see these people?

Who can you talk to about getting this help?

Make a plan for the person to spend time with people who are important to them.

# My Relationships



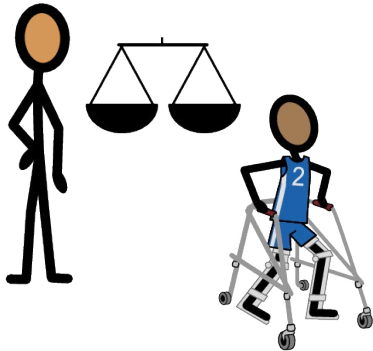
Do I get to be a part  
of my community?

Is the person included in community activities?

Who are the people in the community you could talk to about the person being included in community activities?

What help does the community need to include the person in activities? eg. better understanding about the person, equipment like a wheelchair, funding, a support person.

# My Human Rights



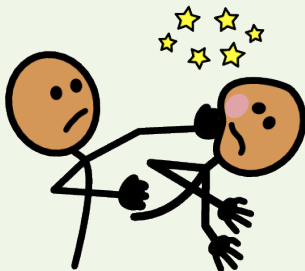
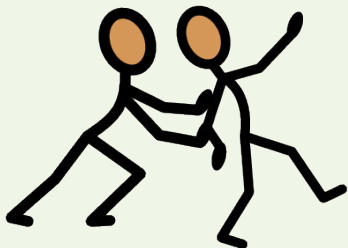
Are my human  
rights respected  
and upheld?

In the past, people with disability have not been treated as equals. But that is changing. The United Nations says people with disability have the same rights as everyone else. Australia has signed up to the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

The NDIS Act 2013 upholds the rights in the CRPD.

The NDIS Code of Conduct says that anyone who provides supports or services to people with disability must listen to people and respect their choices.

# My Human Rights



Am I safe from  
violence and abuse?

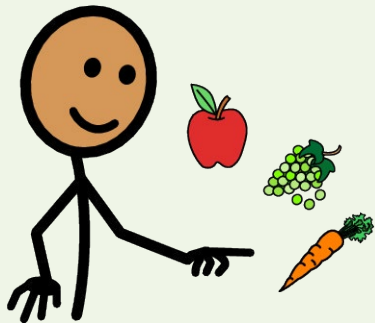
**People with disability have the right to be safe from violence and abuse. This includes sexual abuse.**

The NDIS Code of Conduct makes sure providers and workers respect people's rights and privacy, deliver services with care and skill and raise any concerns quickly, act honestly, prevent violence, abuse, neglect and exploitation and do not behave in a sexual way that is unwelcome or unprofessional.

Who are the people in your family, community or service you could talk to about if violence and abuse is occurring and how to stop it happening?



# My Human Rights

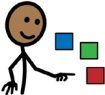

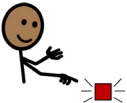

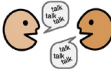

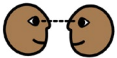









Am I allowed to make  
my own choices?

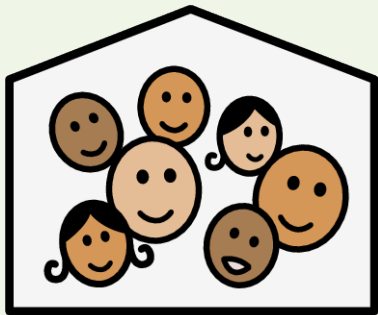
# People with disability have the right to make their own choices.

Are you respecting all the person's communication rights?

## Communication Bill of Rights

I have the right ...	 to be given real choices	 to say no, refuse and reject choices	 to ask for what I want	 to share my feelings
 to be heard and responded to (even if the answer is no)	 to ask and know about my schedule and world	 to ask for and get attention and interaction	 to have and use my speech system all the time	 to be taught how to communicate
 to have my speech system working and have a back up	 to be a full member of my community	 to be treated with respect and dignity	 to be spoken with, not about	 to be communicated with in a sensitive manner

# My Human Rights



Do I get to choose  
where I live and  
who I live with?

The United Nations Convention on the Rights of Persons with Disabilities says people with disability have the right to:

- live in their community
- have equal choices to others
- choose where they live
- who they live with.

The NDIS Code of Conduct says that people have the right to make choices and be supported to express these choices.

A person should be supported to make their own decisions about where they want to live and who they want to live with.

What is needed to make this happen?

# My Human Rights



Is my right to  
privacy respected?

## **People with disability have the right to privacy, no matter where they live.**

The NDIS Code of Conduct ensures that people can access supports that respect and protect their dignity and right to privacy. Families using services also want their services to respect the privacy of their family business.

Some people with disability have said:

- What we do in our room is our business
- We decide what others can know about our lives
- No one can read our letters unless we say it's ok
- No one can listen to our phone calls unless we say it's ok
- We have the right to private and alone time with our girlfriend, boyfriend or partner.
- Helpers have no right to tell others what they know about us.

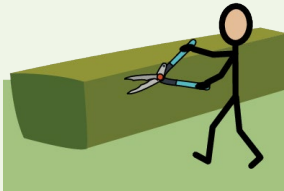
What privacy rights does the person or their family need to have respected?

Who can you talk to about making this happen?

# My Human Rights



Do other people  
support me to  
have a job?



## People with disability have an equal right to work, in a job they choose, and to earn decent money.

If a person wants to get a job, the NDIS Code of Conduct says that their choice should be respected and they should be supported by their service to do this.

With your group, make a list of the things the person likes to do, which could become a job for them.

Jobs Joe likes to do	<b>Where</b> do those jobs need doing? <b>Who</b> needs someone to do those jobs?	Who can we talk to about Joe doing those jobs?	Who can we talk to about the help Joe needs to do the job?



# My Human Rights



Do I get the best  
health care?

**People have the right to the best possible health care.**

What makes it difficult for the person to get good health care?

Who can you talk to about getting help with this?

# My Human Rights



Do I get support  
to vote?

**People have an equal right to vote and have a say in laws and policies that affect them.**

Who can you talk to about resources for learning about voting?

Who can help the person to:

- think about what issues are important to them
- learn about how to vote
- get ready to vote at an election
- help them on voting day?

# My Human Rights



Do I get to do the things I like?



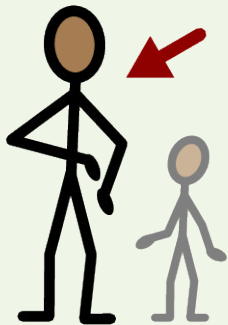
The NDIS Code of Conduct upholds and respects individual rights to freedom of expression, self determination and decision making. This might mean supporting a person even when they want to try something new and risky.

What makes it difficult for the person to get to do the things they like?

What help does the person's family or community need to overcome these difficulties?

What do the person's services need to do to uphold the person's right to do things they like?

# My Human Rights



If you are an adult,  
do people support  
you like an adult?

It is not respectful or helpful to treat an person who is an adult as if they are a child.

People learn to be adults by the people around them

- expecting them to act like adults
- talking to them like an adult
- helping them to do adult things

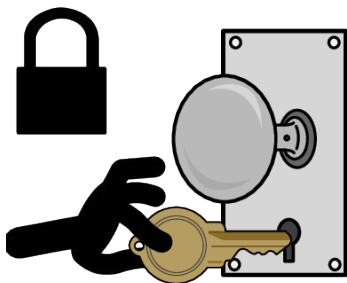
In your group, talk about the opportunities the person gets to do adult things and be included in conversations with adults.

What new opportunities could you help the person to try?

Who can help model to others how to treat the person like an adult?



# My Restrictive Practices



Have people  
stopped using  
restrictive practices  
with me?

Is the person hurting themselves, or other people or property?

Is the person quiet, sad or withdrawn?

Would you respond differently if the person did NOT have a disability?

# My Restrictive Practices



Am I free of medicines  
and chemicals used  
to influence my  
behaviour?

**It's not ok to use medicines to influence a person's behaviour unless a doctor agrees.**

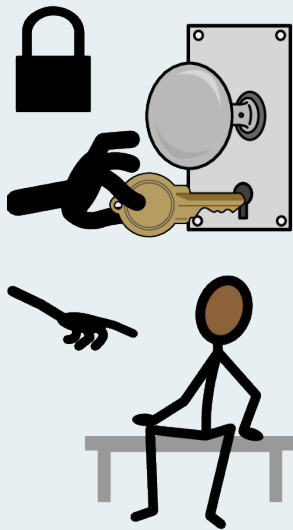
Can you talk to your family, your community and your services about all working together and not using medicines or chemicals to influence the person's behaviour?

Do you need help to do that?

Who can help you talk to others?

What can people do instead of using chemicals or medicines to influence the person's behaviour?

# My Restrictive Practices




Do people know it is not ok to put me in a room or place where I can't leave when I want to?

Can you talk to your family, your community, your services or your school about all working together and not putting the person in a place they can't leave?

Do you need help to do that?

Who can help you talk to these people?

What can people do instead of putting the person in a place they can't leave?

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# My Restrictive Practices




Do people know it  
is not ok to put  
things on me to  
control my behaviour?

Can you talk to your family, your community and your services about all working together and not putting things on a person to control them?

Do you need help to do that?

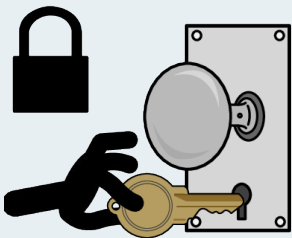
Who can help you talk to people?

What can people do instead of putting things on a person to control them?

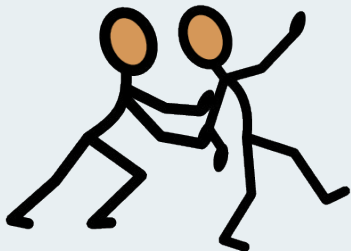
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# My Restrictive Practices



Can I go where I want,  
when I want to?



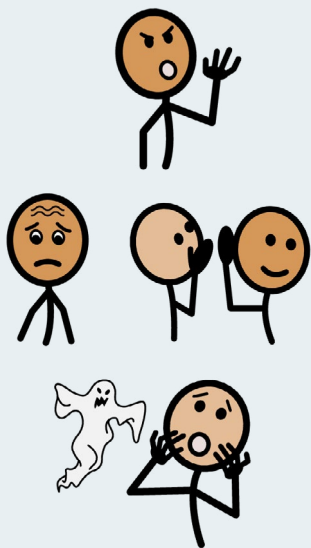
Why can't the person go where they want to go?

What, who or where does the person want to get to, or away from?

What would make it safe or ok for the person to go where they want to go?

Who can help make it safe or ok for the person go where they want to go?

# My Restrictive Practices



Do people know that it is not ok to yell at me, refuse to talk to me or say scary things to control my behaviour?

What help is needed to make sure that when the person is having challenging behaviour, everyone speaks to them

- without yelling?
- by including them and not leaving them out?
- without using scary stories?

Who can you talk to about getting that help?

# My Restrictive Practices



Can I get what I want,  
when I want it?

What does the person want to get?

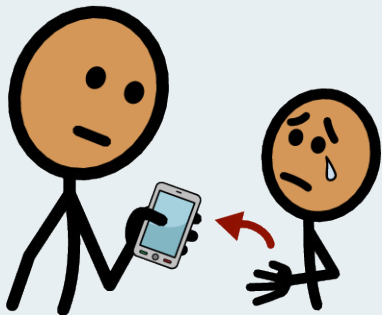
Why can't the person get what they want?

Who or what is stopping the person from getting what they want?

What would make it safe or possible for the person to have what they want?

Who can help that to happen?

# My Restrictive Practices




Do people know  
it is not ok to take  
things away from  
me to punish  
my behaviour?

Can you talk to your family, your community and your services about all working together and not taking things away from the person?

Do you need help to do that?

Who can help you talk to others?

What can people do instead of taking things away from the person?

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