
Communicating about behaviours of concern

Picture cards (A4)



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How to use these cards – instructions for practitioners

Before using these cards, read our page on [communicating about behaviours of concern](#) and watch our video about [using discussion mats](#).

These picture cards are designed to be used with a discussion mat and match our [example discussion mat for communicating about behaviours of concern](#), but they can be used in any way you find helpful in your behaviour support practice.

You may wish to use our [customisable discussion mat template](#) so that you can use the blank mat together when discussing behaviours of concern with your participant.

To use these cards, print them on A4 paper and cut them out. You may choose to laminate them or use thick paper so that they last longer.

Before going to see your behaviour support participant, you can also use our customisable picture card templates to create cards you know will be relevant to the participant, using pictures, photos or words.

Other useful resources include:

Guides:

- [Communicating about behaviours of concern: Using discussion mats](#),
- [Communicating about restrictive practices: Using discussion mats](#), and
- [Different communication techniques: Discussion mats](#) (video).

Picture cards:


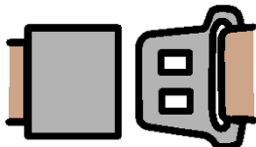




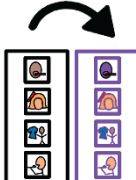
- [Communicating about behaviours of concern](#) (large cards)
- Communicating about restrictive practices
([A4 discussion mat size](#), [A4 large size](#))
- [A4 template](#) (our discussion-mat template size),
- [A4 template](#) (large-size cards), and
- [A3 template](#) (discussion-mat template size).

Discussion mats:

- [Example mat for communicating about behaviours of concern](#)
- [Example mat for communicating about restrictive practices](#), and
- [Discussion mat template](#).

These cards support the [example discussion mat for discussing behaviours of concern](#).


I feel upset when

| | | |
|---|--|--|
| <p>There's too much noise</p>  | <p>I have to wear a seatbelt</p>  | <p>It's time to stop using my iPad</p>  |
| <p>I am not allowed to eat chips because of my special diet</p>  | <p>People coming into my room without asking if it is ok</p>  | <p>I am in a crowd</p>  |
| <p>My routine is changed without people telling me</p>  | | |




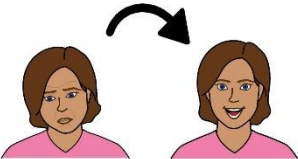
When I'm upset I might

| | | |
|---|---|---|
| <p>Hit myself</p>  | <p>Take off my seatbelt</p>  | <p>Throw or break my iPad</p>  |
| <p>Take chips from the cupboard</p>  | <p>Hit people</p>  | <p>Push people</p>  |
| <p>Yell</p>  | | |

To feel better

| | | |
|---|--|---|
| <p>I might wear my headphones</p>  | <p>I might leave the noisy place</p>  | <p>I might listen to music to take my mind off the seatbelt</p>  |
| <p>Do something else I like to do, like listen to music</p>  | <p>Ask someone to help me find foods I can eat</p>  | <p>I could do a breathing exercise</p>  |
| <p>Move away to a quiet place</p>  | <p>I could use my sensory toys</p>  | |

Until

| | | |
|---|---|--|
| <p>I feel calm / I say that I feel calm</p>  | <p>We get home / the <u>car</u> stops</p>  | <p>I find the food I can eat</p>  |
| <p>I am not upset anymore</p>  | | |



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