QUESTIONS TO ASK WHEN A CHILD’S BEHAVIOR IS OF CONCERN
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Remember:

⇒ Children are not little adults. They have their own point of view.
⇒ Actions, described in context, can help you understand more.

Try to answer these questions. Ask others to think with you.

1. What does this child do? Describe specific actions.
   A) What exactly do you see or hear or feel?
   B) What’s the direction of the child’s attention?
   C) What’s the intensity or force of the child’s actions?

2. When are these actions more likely to occur? What’s the context?

3. What is usable information about this child (preferences, temperament, sensory sensitivities, communication, relationships and learning)?

4. What do you imagine the child is experiencing (seeing, hearing, feeling, smelling and tasting)?
5. Based on the information you have, what do you guess this child is trying to accomplish or achieve?

6. With ease of language, what might this child say about the situation?

7. What might be helpful,
   __ to prevent the actions of concern?

   __ to help this child cope with a ‘stressful’ situation?

   __ to help this child better understand something?

   __ to help this child participate in an activity?

   __ to help this child communicate more effectively?

8. If actions have message value, what’s your part in the conversation? What could you do differently?