Family Practice Workbook

Small moments to explore Brian’s, Waves, Circles and Bridges

Meet Tom Tom, his two Pound Pups and Nanny Jax in these everyday home moments. Use the pages to notice what might help, share ideas and make a plan together.

BRIAN’S	Thoughts, ideas and questions
WAVES	Body signals, feelings and support
CIRCLES	Routines, what happens next and change
BRIDGES	Interests, relationships and connection

A kind way to practise

There is no right answer. A child can speak, point, draw, write, use AAC, choose an object, move, take a break, or pass. Keep their usual communication tools close. Wait without demanding an answer.

Choose one page at a time. The adult can write the child’s words exactly, or let the child fill it in. Stop if the activity feels tiring.

1. Brian’s

Thoughts can offer ideas; they are not the whole of who we are.

Tom Tom’s moment
Tom Tom sees a new game on the table. One Brian is curious and wants to try. Worry Brian wonders if the rules will be hard. Comfort Brian would rather keep playing with his Pound Pups.

Notice the Brians

What different thoughts or ideas might be visiting Tom Tom?

Make room for choice

What could Tom Tom try, ask, watch first, or choose instead?

My Brians today

A thought, idea or question I want someone to know:

I can share it by: ☐ saying ☐ pointing ☐ drawing/writing ☐ AAC ☐ another way ☐ passing

2. Waves

Notice signals gently. Ask what support would help.

Tom Tom’s moment
The kitchen is busy. The kettle clicks, someone is talking, and a Pound Pup falls off the chair. Tom Tom goes quiet and moves towards a calmer room. Nanny Jax gives him space and checks what he wants.

Clues, not guesses

What might a person notice in their body, actions or surroundings? There may be more than one possibility.

Offer support

What could the adult offer? Include the option to say “no”, choose something else, or not answer.

My early signs and helpful supports

I might notice: _____ I could ask for: _____

A signal I can use (word, card, gesture, object, AAC or other):

3. Circles

Show what is changing, what stays steady and what happens next.

Tom Tom’s moment
Tom Tom expected to go to the park with Nanny Jax. It is raining heavily, so the trip needs to change. Nanny Jax explains what is known, offers choices and leaves time to process.

Let’s make a Now / Next / Later plan

NOW	NEXT	LATER

What stays the same?

Even when a plan changes, familiar people, objects, routines or choices may stay. What could Tom Tom and Nanny Jax include?

A change that would help me

Please tell or show me: _____ I need time to: _____

4. Bridges

Connection can happen in many ways, at a pace that feels okay.

Tom Tom’s moment
Tom Tom is absorbed in lining up his Pound Pups and telling Nanny Jax about their adventure. She listens, asks if he wants her to join, and accepts when he chooses to keep playing by himself.

Build a bridge

What small, respectful ways could someone connect with Tom Tom through his interest?

Respect the answer

How can Nanny Jax show that “not now”, quiet, movement or no eye contact are okay?

My bridge to someone

I enjoy sharing or doing: _____ I prefer to connect by:

☐ together ☐ alongside ☐ message/AAC ☐ quiet company ☐ not now ☐ my own choice

Our family’s small steps

Keep what helps. Change what does not fit.

Choose one small thing your family would like to try this week. It can be adjusted or stopped at any time.

Brian’s: a thought or question we can make room for

Waves: a signal or support we can notice or offer

Circles: a plan or change we can make clearer

Bridges: a way to connect that respects choice

Remember

Behaviour can communicate many things, and adults may not know the reason yet. Check the person’s own communication, immediate needs and environment. If pain, illness or safety may be involved, respond to that and seek appropriate help.

This workbook is an educational family resource, not a diagnostic tool or a replacement for individual professional advice. It is fine to adapt, skip or revisit any page.