NDIS supports for behaviour: early childhood

This module is for planner delegates who make decisions about NDIS plans for participants younger than 9. Other Agency staff and early childhood partners can also complete the module to support their understanding of this topic.

SETTING THE SCENE

- Introduction
- Accessibility and navigation
- Learning objectives

TOPICS

- Typical childhood behaviour
- Early intervention supports for early childhood and behaviour
- Specialist behavioural intervention support
- Restrictive practices

QUIZ

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Quick quiz

WRAP-UP

Important resources

Feedback and exit

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Lesson 1 of 10

Introduction

About this course

This course is designed to provide an overview for NDIS planner delegates of how the NDIS considers and funds support for behaviour in NDIS plans of participants younger than 9.

- You'll need 45 minutes with limited distractions to complete this course.
- To transition between sections of this course you can use the next lesson tab which will appear at the bottom of the screen at the end of the section.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Lesson 2 of 10

Accessibility and navigation

First things first

Here is some important accessibility information before you begin.

- To navigate through the course simply scroll down and select the CONTINUE button at the end of each section.
- When the CONTINUE button is selected it will vanish and you will be able to move freely between sections of the course you have already completed, as well as access the next section that has been unlocked.
- If you need to stop, the best time to take a break is at a CONTINUE marker button, as it will be easier for you to remember your thoughts upon resuming.
- All hyperlinks will open in a new browser tab.
- This course is optimised for screen readers. JAWS, NVDA, VoiceOver, and TalkBack are all enabled.
- Closed captioning has been enabled and is accessible on most videos, by selecting the CC option.
- This course contains audio. We suggest using headphones.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Alternative instructions for using your keyboard

Screen reader users please note: some of the following keystrokes may require the use of the passthrough key to work. For JAWS users select JAWS key 3 followed by the desired keystroke.

Text, Statement, Quote and List blocks

- Use the Up and Down arrow keys to scroll through text.
- Use the Left and Right arrow keys to flip through quote carousels.
- Select Enter or the spacebar to check and uncheck boxes in checkbox lists.

Image and Gallery blocks

- Use the Left and Right arrow keys to flip through image carousels.
- To zoom into an image, use Tab or Shift+Tab to select it, then select Enter or the spacebar.
- To zoom out of an image, select Enter, the spacebar, or Esc.

Multimedia blocks

- For audio blocks, select the spacebar to play and pause the media.
- For a web page, select Enter to open it in a new browser tab.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

- For an attachment, select Enter to download it.
- For a code snippet, use the Up and Down arrows to scroll through the text.

Interactive buttons

- Use Tab or Shift+Tab to select a button.
- Select Enter to activate the button.

For further screen reader keyboard navigation instructions please follow this link.

CONTINUE

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Lesson 3 of 10

Learning objectives

This course is designed to support you in making planning decisions about NDIS supports for behaviour in plans for participants younger than 9. It is designed to help you learn about:

- typical childhood behaviour
- behaviours of concern in children
- when a family requires support for a child's behaviour
- whether any required support for behaviour can be met through community and mainstream supports or whether NDIS supports are required
- identifying if restrictive practices are currently used or likely to be used
- how to include funding for behaviour in a child's NDIS plan.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.



This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Typical childhood behaviour

Behaviour and childhood development

Behaviour is what a person does or how they act.

Every behaviour has a purpose and may be a way of communicating a message. All children use behaviour to communicate needs and emotions.

Certain behaviours may enable a child to:

- get attention or access a situation or sensation that they enjoy
- escape or avoid a situation or sensation that causes them discomfort
- express their needs.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.



As children get older, generally they become more aware of behaviour expected of them. They are generally better able to manage their behaviour as their social and emotional skills are developing.

Typical childhood behaviour

A child's behaviour changes as they develop and what may be considered typical at a certain age may not be at another. For example, it is not uncommon for toddlers to engage in behaviour like pinching or hitting others whereas this is not typical of most school age children.

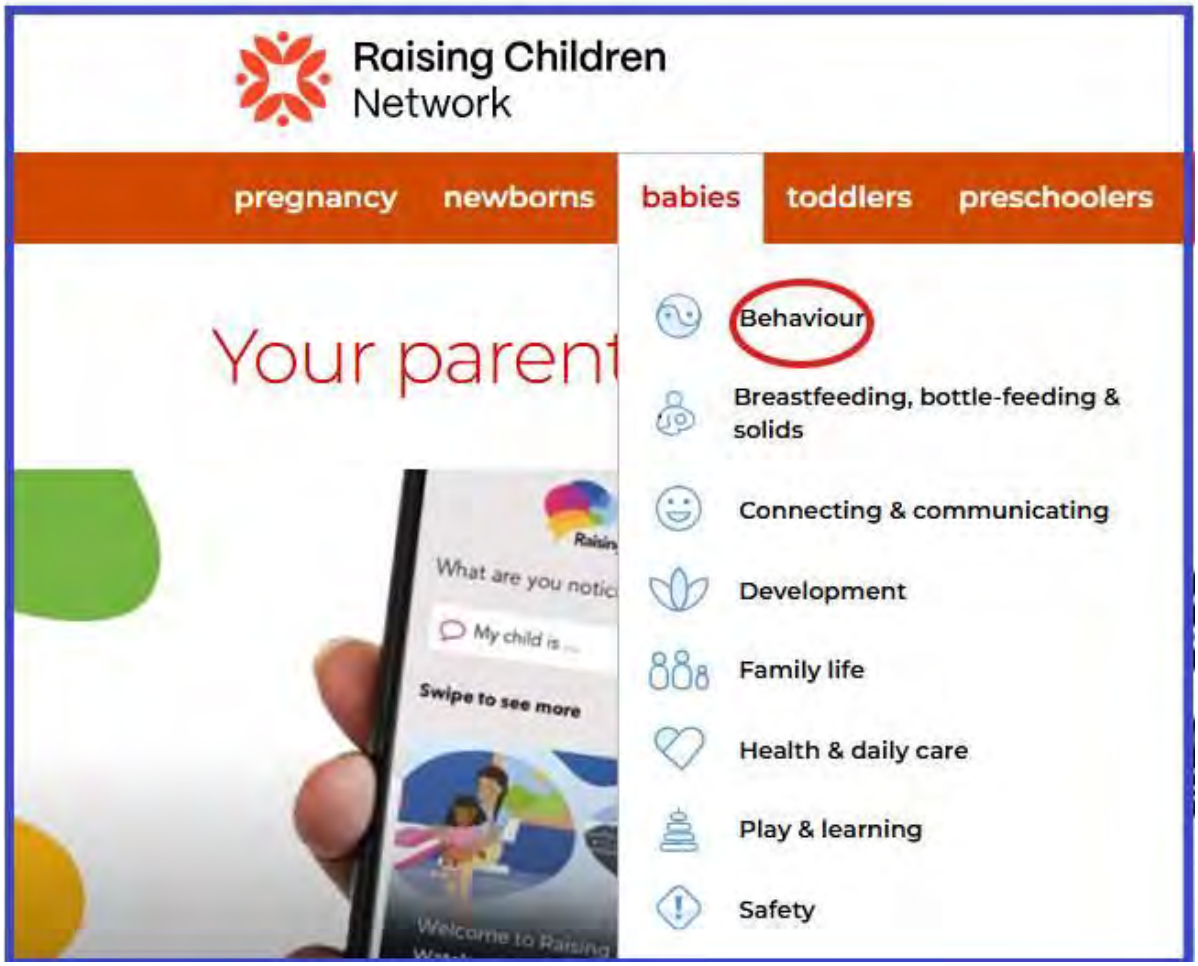
The Raising Children Network describes some common behaviours by age that parents may be concerned about. To learn more open the Raising Children Network webpage by selecting the button below.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Raising Children Network

The Raising Children Network website explains typical behaviours of young children.

RAISING CHILDREN



Navigating the Raising Children Network website

On the Raising Children Network website navigate to, and explore information in the behaviour tab for babies.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Do the same for toddlers, preschoolers and school age children.

Check your knowledge

Using information from your existing knowledge or from what you have learnt from the Raising Children Network, complete the following matching task. There are 5 matches. Select SUBMIT after choosing your response for all matches.

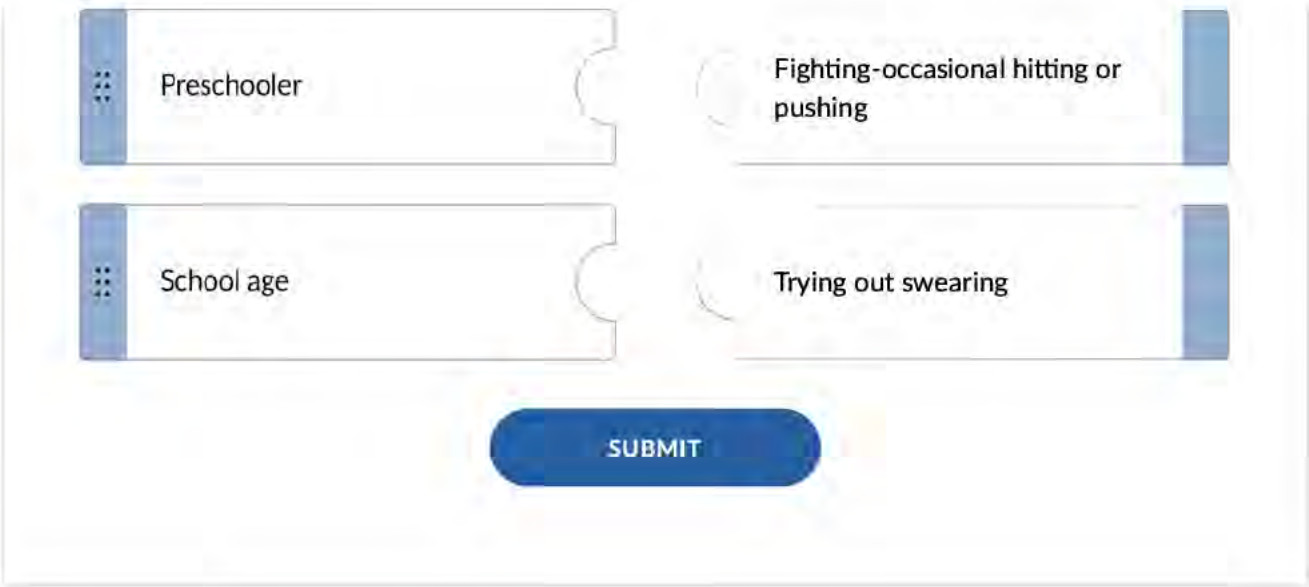
Keyboard navigation instructions:

- Tab to the first answer choice in the left column.
- Select the spacebar to activate the choice.
- Use the Right arrow to switch to the column of matches on the right, then use the Up and Down arrows to find the correct match.
- Select the spacebar to link the active choice on the left to the correct match on the right.
- Use the Left arrow to switch back to the column of choices on the left and continue linking choices and matches.

Match the behaviour that is a common concern for parents with the most typical stage of development that the behaviour would occur.

Toddler	Pinching and hair pulling

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.



CONTINUE

Community and mainstream support

For some families of NDIS participants who need support with parenting and managing their child's behaviour, community and mainstream supports will be sufficient. This is when the behaviour:

- is a common behaviour for similar age children and so not specific to the child's developmental delay or disability **OR**
- may be related to the child's developmental delay or disability but is not significantly impacting the child's functioning, and

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

community and mainstream support can meet the need.

Families can find out about local community and mainstream supports by talking to their doctor, community health nurse, early childhood partner or to an NDIA staff member.

Some helpful resources

There are services available for families who need help with parenting, or just want to talk about a parenting issue. You can share information about these resources with families.

Accessibility instructions: There are 3 buttons below. Select the buttons to access the links.

Parent helplines and hotlines

The Raising Children Network website includes information about a range of hotlines.

HELPLINES

Parent and family services

The Raising Children Network website lists some parent and family services.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

FAMILY SERVICES

Behaviour management tips
The Raising Children Network website includes information for families on behaviour tips and strategies.

TIPS AND TOOLS

CONTINUE

Child safety and injury prevention practices

Families and the community put certain practices in place to keep children safe. These can be referred to as child safety and injury prevention practices. They are age appropriate practices, conform to community standards and are really important to the welfare and safety of all children regardless of developmental delay or disability. These practices are used irrespective of whether or not there are behaviours of concern. Later in this module you will learn about how these differ from restrictive practices.

Examples of child safety and injury prevention practices are:

- Holding the hand of a young child when crossing the road.
- Using a fence around a pool or spa.
- Locking front doors, fencing or gates to make access to driveways from the house difficult for young children.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

- Keeping small objects which present a risk of choking out of reach of small children.
- Storing chemicals, medicines, sharps, batteries, matches and lighters in a locked and or out of reach cupboard.
- Using baby monitors with audio and or video capability for babies and young children.
- Having child safety gates on stairs and balconies.

CONTINUE

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

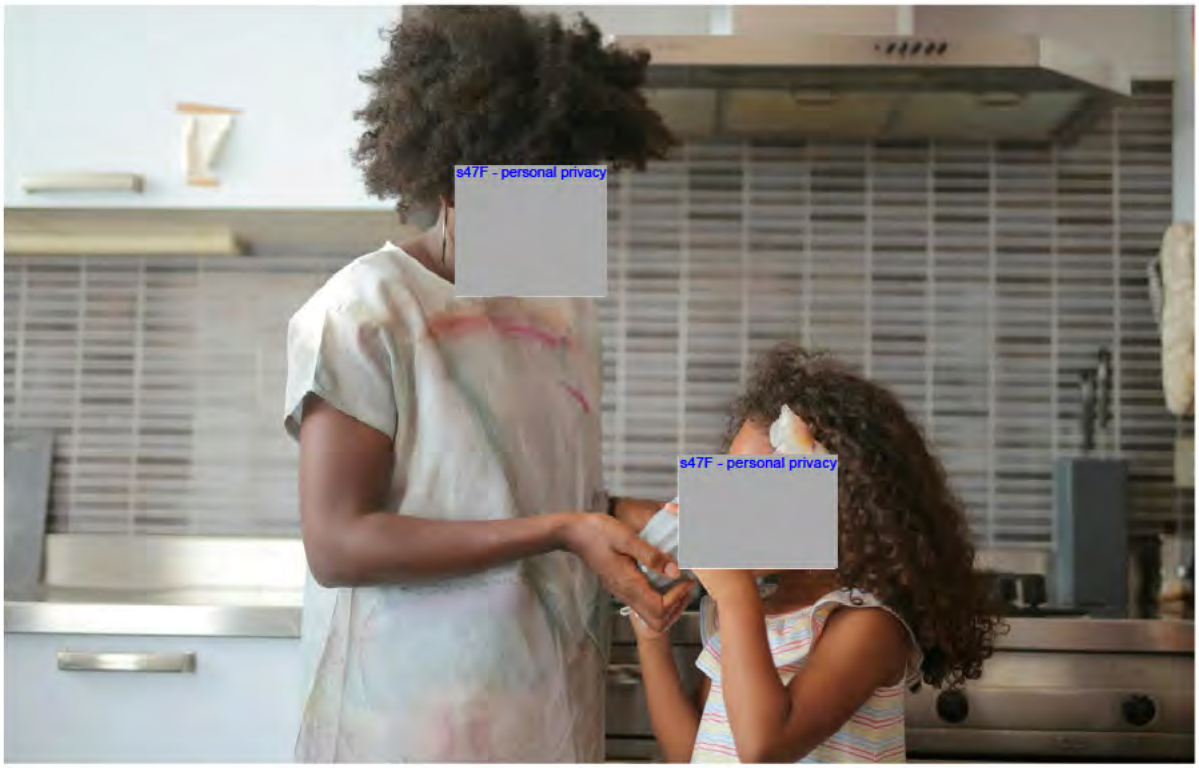
Early intervention supports for early childhood and behaviour

Early intervention supports for early childhood

Early intervention supports for early childhood (early childhood intervention supports) are NDIS supports we include in all NDIS plans for participants younger than 9. They help the important people in a child's life to support the child to maximise their independence and participation in daily life. Early childhood intervention supports help families and other adults to use the child's everyday activities as learning opportunities.

This includes in their:

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.



Home and places where a family spend most time together



This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Community, like playgrounds, shops and friend's homes



Mainstream settings, like preschool and school.

To learn more go to the Knowledge Article: EC Early childhood intervention supports overview.

Behaviour and early childhood intervention supports

Where a family requires NDIS supports to help them with strategies for their child's behaviour, this can usually be met through early childhood intervention supports.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Early childhood intervention professionals deliver this support. These are professionals who have skills, experience and expertise in working with families to help them build their child's skills and independence.

Below are some examples of behaviour that might be supported through early childhood intervention supports.

Please note: these examples are for illustration purposes only and do not represent the holistic picture of the child and family circumstances that is required to make funding decisions.

A three year old participant —

She rarely engages in group activities and often becomes distressed for extended periods when other children approach her.
She occasionally pushes others and throws items when angry.

A four year old participant —

He sometimes pinches himself when he is overwhelmed. His early childhood intervention team are working with his family to support him with other ways to manage his emotions.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

A six year old participant —

When distressed he can become very disruptive in class by yelling, including swearing. His early childhood intervention team are working with the child, his family and educators with strategies for this behaviour.



It is important to remember that simply because a behaviour is not typical for similar age children, it doesn't mean the behaviour needs to change. Many behaviours that are not

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

typical serve a helpful purpose. For instance, rocking and stimming. These are often useful for self regulation and often do not need to be addressed unless they are safety risk.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Specialist behavioural intervention support

What are behaviours of concern?

"Behaviours of concern" is a term used to describe behaviours of such frequency, intensity, or duration that they put the person or others at risk of physical or other harm.

For young children, these are behaviours that are very different to behaviour that often occurs in children of a similar age. A behaviour is a behaviour of concern in young children when all of the following apply.

s47E(d) - certain operations of agencies

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

An example of a behaviour of concern is a six year old persistently and repeatedly hitting other children and damaging property.

Another example is an 8 year old child regularly running away when in the community, school or at home when they are upset.

CONTINUE

Specialist behavioural intervention support

Specialist behavioural intervention support is a specialised support to address persistent and ongoing behaviours of concern. It can only be delivered by a specialist behavioural support provider who is registered with the NDIS Quality and Safeguards Commission (NDIS Commission).



This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

s47E(d) - certain operations of agencies

plan, it is for all of the following:

- An interim behaviour support plan.
- A functional behaviour assessment.
- A comprehensive behaviour support plan.
- Support to help build the capability of the child's family and other important adults in the child's life in the use of positive behaviour support strategies.
- Training and monitoring staff who are using the behaviour support plan.

The interaction below has 5 content slides. Select the arrows to move through the slides.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Case example: Jason

Jason is five years old and is an NDIS participant. When playing with his siblings he has trouble with turn taking, sharing and following the rules. He regularly snatches toys, hits out occasionally and often yells when he is angry. His team who deliver support through early childhood intervention are working with Jason's family on ideas of how to help him build his skills including his social, communication and emotional regulation skills, and to manage his behaviour.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Early childhood intervention support

Most NDIS participants of similar age and presentation to Jason's would be sufficiently supported through early childhood intervention supports, alongside community and mainstream supports. Early childhood intervention professionals would work together with the participant's family and educators to support the participant to build skills, and manage their behaviour.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

s47E(d) - certain operations of agencies

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Specialist behavioural intervention support

In this instance funding for specialist behavioural intervention support should now be included in Jason's plan. An NDIS registered behaviour support practitioner should then:

- work with Jason and his family to develop an interim behaviour support plan to help reduce the risk to Jason and others
- conduct a functional behaviour assessment
- work with Jason and his family to develop a comprehensive behaviour support plan
- provide support to help build the capability of Jason's family and other important adults in his life
- train and monitor staff who are using the behaviour support plan.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

s47E(d) - certain operations of agencies

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Restrictive practices

Restrictive practices

The NDIS Act 2013 defines a restrictive practice as 'any practice or intervention that has the effect of restricting the rights or freedom of movement of a person with disability'.

Families or mainstream services might use restrictive practices when they are a necessary response to a significant risk or harm to the child or others from a

s47E(d) - certain operations of agencies

Determining what constitutes a restrictive practice for children with developmental delay or disability requires thinking about things like whether the practice or intervention:

- is different to what is commonly used to support children of a similar age

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

- has the effect of restricting their rights or freedom of movement.

Types of restrictive practices

There are five types of restrictive practices:

Seclusion

The sole confinement of a person with disability in a room or a physical space at any hour of the day or night where voluntary exit is prevented, or not facilitated, or it is implied that voluntary exit is not permitted.

An example is a placing a child with disability in their bedroom and preventing exit, to stop them from hitting siblings.

Chemical restraint

The use of medication or chemical substance for the primary purpose of influencing a person's behaviour. It does not include the use of medication prescribed by a medical practitioner for the treatment of, or to enable treatment of, a diagnosed mental disorder, a physical illness or a physical condition. For example, a medication prescribed and used for the purposes of treating or minimising seizure activity is not a chemical restraint.

An example of a chemical restraint is giving a child with disability prescribed medication to manage a behaviour of concern, such as Risperidone, on an as needs basis to prevent self-harm.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Mechanical restraint

The use of a device to prevent, restrict, or subdue a person's movement for the primary purpose of influencing a person's behaviour but does not include the use of devices for therapeutic or non-behavioural purposes.

An example is using a harness to keep a five year old child with disability close by. The use of a harness is not uncommon in much younger children, for example a two year old, however, would be considered a restrictive practice for a five year old.

Another example is the use of a stroller for a four year old child with disability to keep them restrained so they don't run away. Whilst the use of a stroller to support mobility and minimise fatigue would not be considered a restrictive practice, use of a stroller to restrict the child's movement in the community is a restrictive practice.

Physical restraint

The use or action of physical force to prevent, restrict or subdue movement of a person's body, or part of their body, for the primary purpose of influencing their behaviour. Physical restraint does not include the use of a hands-on technique in a reflexive way to guide or redirect a person away from potential harm/injury, consistent with what could reasonably be considered care of the person.

An example is using physical force to pull a six year old child with disability in a direction that they do not want to go.

Another example is holding the hand of an eight year old child with disability to prevent them hitting others.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Environmental restraint —

Practices which restrict a person's free access to all parts of their environment, including items or activities.

An example is preventing the access of a five year old child with disability to parts of the house that other children their age would typically be able to access, like the kitchen or their bedroom.

Child safety and injury prevention practices and restrictive practices

Child safety and injury prevention practices are not typically considered restrictive practices. The need for some child safety and injury prevention practices naturally reduces with age, other than those required by law like fencing around pools.

In many circumstances, continuing the use of a child safety and injury prevention practice as a child gets older may constitute a restrictive practice.

There are 2 flip cards below. The front of each flip card includes an example of a safety and injury prevention practice for a young child. Select the flip card to see that when a similar practice is used for an older child it is considered a restrictive practice.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

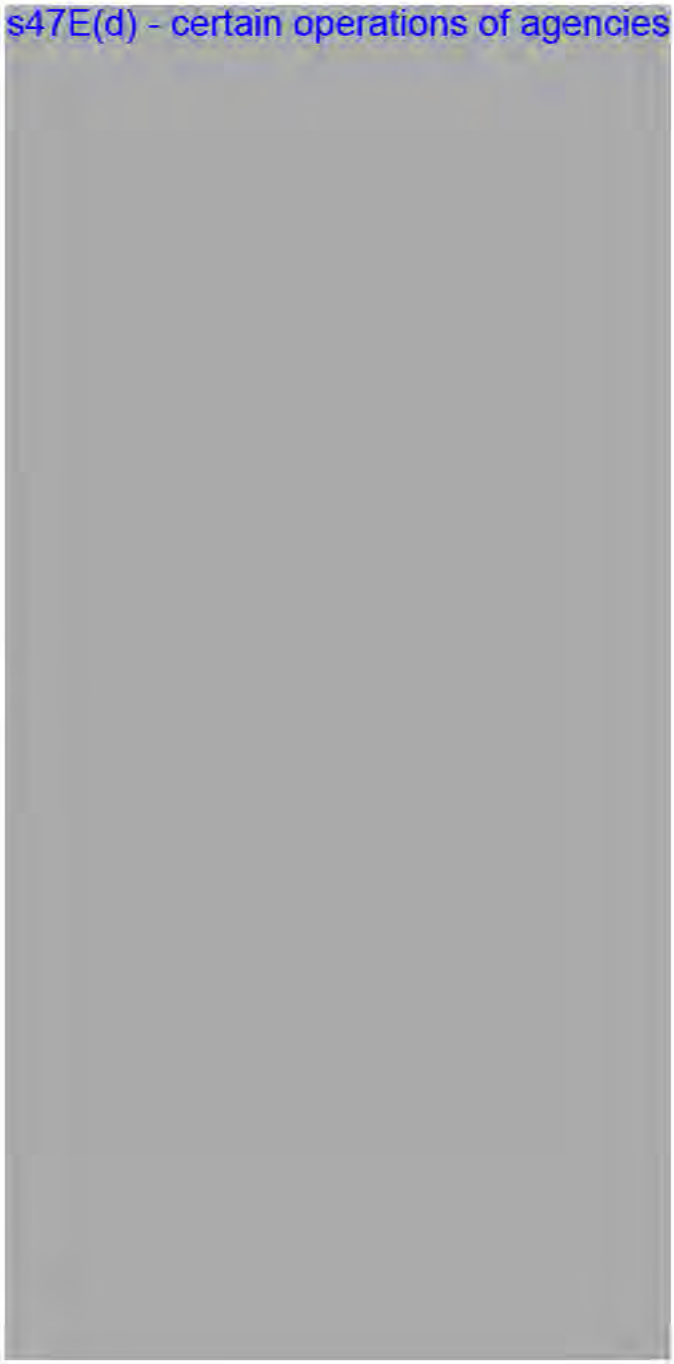
Child safety and injury prevention practice

Limiting a toddler's access to sharp items in the kitchen. For example by putting locks on cupboards and drawers.

Child safety and injury prevention practice

Using a harness in a stroller for a two year old child whilst out in the community.

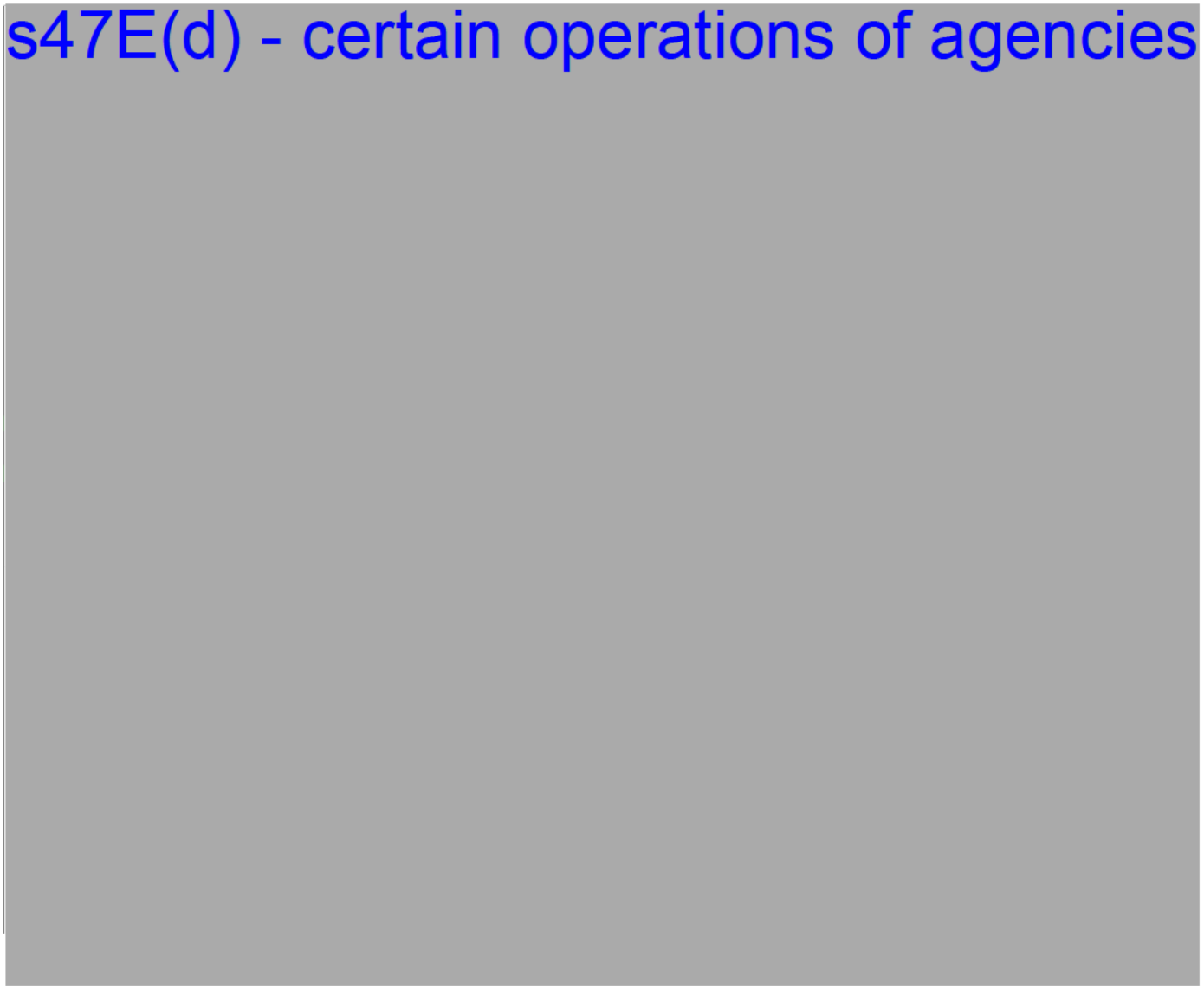
s47E(d) - certain operations of agencies



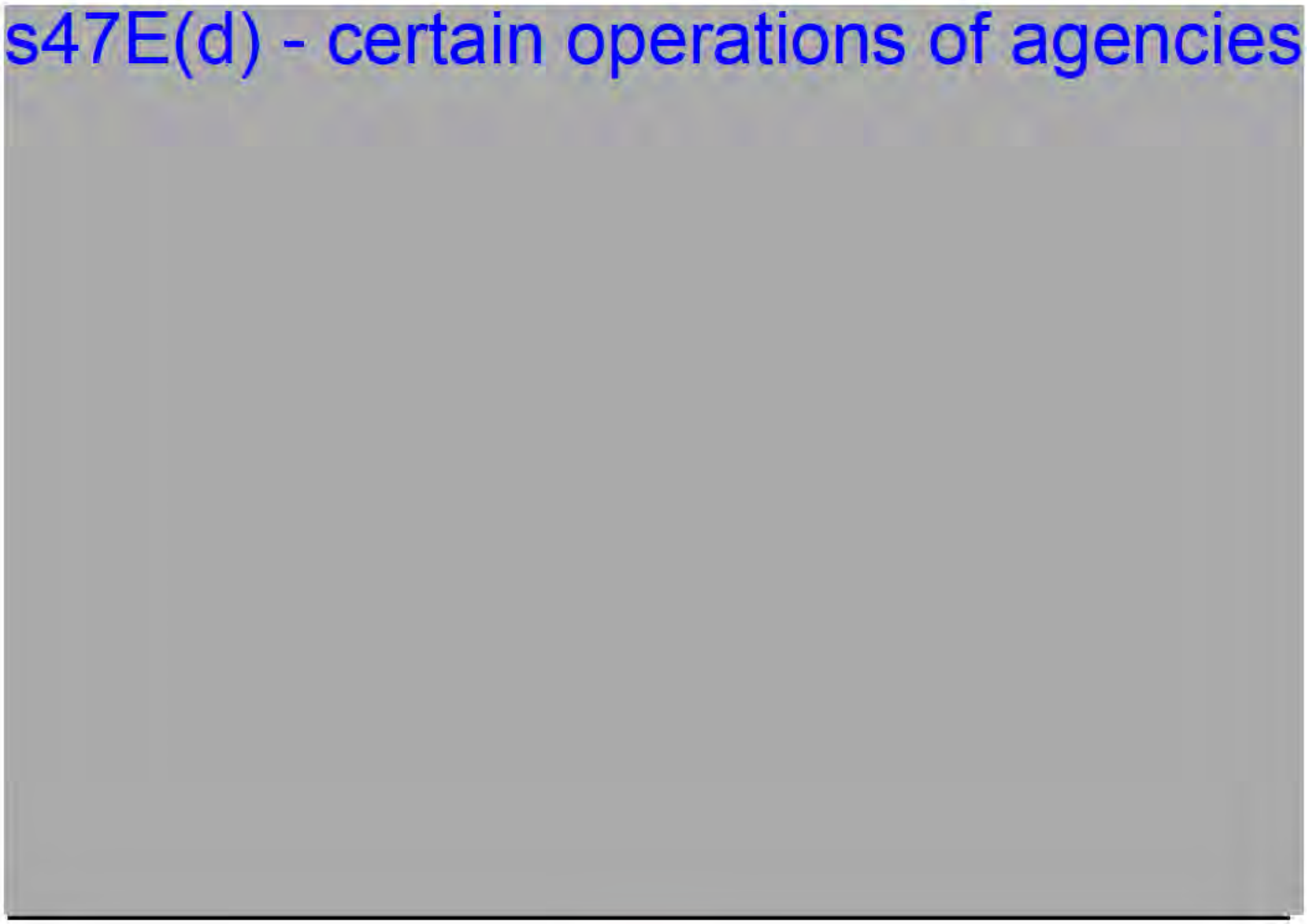
CONTINUE

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

s47E(d) - certain operations of agencies



This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.



Note: If you have any concerns about a child's welfare make sure you speak with your team leader immediately. Also refer to the participant critical incidents page on SharePoint.

CONTINUE

Regulated restrictive practices

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Under the NDIS (Restrictive Practices and Behaviour Support) Rules 2018, the use of restrictive practices are subject to regulation and oversight by NDIS Commission when used by NDIS providers. These are called regulated restrictive practices.

The NDIS (Provider Registration and Practice Standards) Rules 2018 tell us that only NDIS registered providers can provide an NDIS support for a participant if during the provision of support, there is, or likely to be the use of restrictive practices. These providers must be assessed against the NDIS Practice Standards including Module 2A: Implementing behaviour support plans.

The NDIS Commission does not regulate families or mainstream services in their use of restrictive practices.

IMPORTANT TO NOTE

State and territory laws

Each state and territory has their own laws or policies about the use of regulated restrictive practices.

Accessibility instructions: There is one button below. Select the button to access the link.

NDIS Commission

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

The NDIS Commission website provides information on the use of regulated restrictive practices, including authorisation by state and territory.

NDIS COMMISSION

Regulated restrictive practices may ONLY be used as a last resort to reduce risk of harm to the person or others, after trying person-centred strategies to reduce risk of harm. The least restrictive practice possible must only be used for the shortest possible duration.

The use of a regulated restrictive practice must be detailed in a behaviour support plan. Use of a regulated restrictive practice that is unauthorised by the relevant state or territory, or is not included in a behaviour support plan for the person with disability is a reportable incident.

There is one button below. Select the button to access a link to the participant critical incidents intranet page.

Participant critical incidents page

The participant critical intranet page provides information on identifying, recording and reporting

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

participant critical incidents.

CRITICAL INCIDENTS

Specialist behavioural intervention support and restrictive practices

s47E(d) - certain operations of agencies

A registered NDIS specialist behaviour support provider must work closely with the NDIS participant and their family to:

- develop the behaviour support plan that includes a description of the restrictive practice, and a plan to reduce its usage
- support implementation of the behaviour support plan.

Behaviour support plans which include restrictive practices must be authorised in accordance with any state or territory legislation and/or policy requirements (where requirements exist). They must be lodged with the NDIS Commission.

Using funding for specialist behavioural intervention supports

Funding for specialist behavioural intervention supports can only be used to pay for support from:

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

- providers that are registered with the NDIS Commission to deliver Specialist Positive Behaviour Support.
- behaviour support practitioners that are approved by the NDIS Commission to deliver this type of support.

Mandatory TAPIB Advice

Some requests for supports or access to the Scheme require the delegate to obtain advice from the TAPIB before they make a decision. TAPIB advice provides delegates with a clinical or technical assessment and interpretation of the request and gives guidance as to whether and why the request meets the legislative requirements of the NDIS Act 2013.



This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Accessibility instructions: There is one button below. Select the button to access the link.

TAPIB advice

The Mandatory and Non-Mandatory Advice Requests TAPIB page provides information on requesting TAPIB advice. There is a tab specifically for the National Early Childhood Branch.

TAPIB ADVICE

Funding in an NDIS plan

For help when deciding on, and including funding for specialist behavioural intervention support in an NDIS plan refer to the:

- Knowledge Article EC PEC-Capacity building-Regulated restrictive practices.
- Planning Conversation Support Tool.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Lesson 8 of 10

Quick quiz

This quiz has 5 questions related to the contents of this course.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Question

s47E(d) - certain operations of agencies

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Question

02/05

There are some behaviours described below. Select the options that are a restrictive practice.

- [ ] A harness being used on a five year old child to keep them from running away.
- [ ] A stroller being used so a four year old child can rest at times on long walks.
- [ ] A child being placed in their room and barriers like door locks are used so they are unable to get out.
- [ ] Holding a child's hands to prevent them from hitting themselves or others.
- [ ] Holding a four year old child's hand when crossing the road.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Question

03/05

There are some behaviours described below. Select the options that are a regulated restrictive practice.

- [ ] A parent securing a 6 year old child in a stroller when in public so they can't run away.
- [ ] A support worker delivering NDIS supports giving a child medication to manage her aggression when she is angry.
- [ ] A support worker delivering NDIS supports holds a child's hands to stop them from hitting siblings.
- [ ] A parent locking the door so their 5 year old child can't access the kitchen.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Question

04/05

When deciding on NDIS support for a child's behaviour, which of the following sources of information can be used? Select the types of information that can be considered. Select all the options that apply.

- [ ] Information from your conversation with the parent.
- [ ] A parent's written statement.
- [ ] A report from the provider, or other professionals.
- [ ] A report from the child's educator

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Question

05/05

Below are 5 behaviour management strategies. Match each one with the type of restrictive practice it is.

Using a stroller to prevent a five year old from running away	Mechanical restraint
Locking the front door during the day to prevent an older child leaving the home	Not a restrictive practice
Giving a child prescribed medication for the purposes of seizure management	Environmental restraint
Using a baby gate to keep a child alone in their bedroom	Chemical restraint
Using medication that sedates a child when they hit out at others	Seclusion

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Lesson 9 of 10

Important resources

Please note, when you select any of the links below, the resource will open in a new window.

Accessibility instructions: There are 3 buttons below. Select the button to access the link.

NDIS Commission

The NDIS Commission website explains behaviour support and restrictive practices. It includes a Practice Guide on Regulated Restrictive Practice with Children and Young People with Disability.

NDIS COMMISSION

Our Guideline-Behaviour supports

Our Guideline-Behavour supports includes information about restrictive practices, behaviour of concern and NDIS funding for behaviour supports.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

GUIDELINE

TAPIB advice

The Mandatory and Non-Mandatory Advice Requests TAPIB page provides information on requesting TAPIB advice. Here is a link to the tab specifically for the National Early Childhood Branch.

TAPIB ADVICE

Don't forget to look for relevant knowledge articles in PACE. This includes the article

EC PEC Capacity building-Regulated restrictive practices

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Lesson 10 of 10

Feedback and exit

Congratulations

You have completed this course.

You can provide feedback on this module by
s47E(d) - certain operations of agencies@ndis.gov.au

Exit

You have now completed this course. Select the Exit button to return to LEAP

EXIT

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

EC PEC - Capacity building - Regulated restrictive practices

SGP KP Publishing

Exported on 2026-07-21 06:42:17

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Table of Contents

1 Recent updates 4
2 Before you start 5
3 Support for behaviour through early childhood intervention supports 6
4 Support for behaviour through specialist behavioural intervention support 7
5 Mandatory referral to Technical Advice and Practice Improvement Branch (TAPIB) ... 8
6 Restrictive practices 9
7 Regulated restrictive practices 10
7.1 PEC Question: Are regulated restrictive practices in use (or likely to be in use)? 10
7.2 If you answer 'Yes' 11
7.3 Example free text field responses for PEC question for regulated restrictive practices ... 11
7.3.1 Table 1 – Example free text field responses for restrictive practices (RP) and regulated restrictive practices (RRP) identified 12

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

When we say early childhood intervention supports, we mean Early Intervention Supports for Early Childhood which is an NDIS support we fund in NDIS plans for children younger than 9.

This article provides guidance for early childhood partners and planner delegates on:

- how to complete capacity building questions relating to restrictive practices in the Personal and Environmental Circumstances (PEC) case
- support for behaviour through early childhood intervention supports
- support for behaviour through Specialist Behavioural Intervention Support
- example free text field responses for restrictive practices and regulated restrictive practices.

Careful consideration should be made when completing the PEC case to best reflect the child and their family's actual circumstances and NDIS funded support needs. The PEC case is used to inform the draft budget and planner delegate reasonable and necessary decision making.

An accurate and detailed answer to this question enables a planner delegate to consider the safeguards in place for the child. Read more in the article Guide – Safeguarding the participant's interests.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

1 Recent updates

7 April 2026

- Additional guidance on support for behaviour through early childhood intervention supports
- Additional guidance on support for behaviour through specialist behavioural intervention support
- Additional guidance and examples on restrictive practices and regulated restrictive practices

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

2 Before you start

You have read and understood:

- Our Guideline – Behaviour Support (external)
- article Understand behaviour support
- article EC Early childhood intervention supports overview
- article EC PEC – Capacity building – How to complete early childhood intervention supports questions.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

3 Support for behaviour through early childhood intervention supports

Every behaviour has a purpose and can be a way of communicating a message. A child's behaviours need to be considered in the context of their age, social situation, culture, lived experience and disability.

A child's support needs for their behaviour are likely to be met through early childhood intervention supports, delivered by early childhood intervention professionals. Early childhood intervention supports help families to understand age or developmentally appropriate behaviour; parenting practices; and behaviour management strategies relating to the child's developmental delay or disability. This support can help families understand their child's behaviours, build the skills of the child, and develop effective strategies to be used by important adults in the child's life to reduce challenging behaviours.

NDIS plans for children younger than 9 include early childhood intervention supports. When there is a delay in the area of emotional development, often there are behaviours that require support. Support for emotional development can be considered as an area of need when calculating a base level of early childhood intervention. Read article EC Early childhood intervention supports overview for more information. Specialist Behavioural Intervention Support is not often required for children younger than 5. Unlike early childhood intervention professionals, behaviour support practitioners may not have extensive training in child development. The NDIS early childhood approach recognises that collaborative and coordinated teamwork is essential to best practice in early childhood intervention (external). The behaviour support practitioner should operate as part of the team around the child to reduce behaviours of concern.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

4 Support for behaviour through specialist behavioural intervention support

Specialist Behavioural Intervention Support is an NDIS support delivered by a NDIS behaviour support practitioner aligned to NDIS (Restrictive Practices and Behaviour Support) Rules 2018 (external). If it is required it is included in plans for children under the support category 'Behaviour support'.

Behaviour support is a therapeutic support aimed at understanding the reasons for behaviour and implementing positive strategies such as changing the environment or routines, removing triggers, and creating a more supportive environment.

Funding for early childhood plans include intervention supports based on developmental areas of need therefore specialist behavioural intervention is not often required. However, there may be exceptional circumstances where specialist behavioural intervention support may be required. This would usually be:

- due to the use, or likely use, of restrictive practices or regulated restrictive practices requiring development of a behaviour support plan
- where there is evidence a child's behaviours are of such frequency, intensity, or duration that they put themselves or other around them at risk of harm, requiring behaviour support to address the significant risk to the participant or others. This may include evidence from early childhood intervention professionals of their intervention to address the child's support needs for their behaviour.

Behaviour support allows a set of agreed upon and documented strategies to be implemented by everyone involved with a child, across all environments in which the behaviour may occur.

Further guidance around the level of specialist behavioural intervention support can be found in the Planning Conversation Support Tool.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

5 Mandatory referral to Technical Advice and Practice Improvement Branch (TAPIB)

Use of some restrictive practices require advice from TAPIB. Check the current mandatory referral criteria. If necessary, the planner delegate must create a technical advice case and submit it to TAPIB. A response from TAPIB must be received prior to the inclusion or exclusion of funding related to restrictive practice or regulated restrictive practice in the participant's NDIS plan. Refer to Technical Advice and Practice Improvement Branch Confluence for more information.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

6 Restrictive practices

The *NDIS Act 2013* defines restrictive practices as 'any practice or intervention that has the effect of restricting the rights or freedom of movement of a person with disability'.

Restrictive practices are used to help stop or change a behaviour. Families or mainstream services may use restrictive practices with children as a response to behaviours of concern and significant risk of harm to the child or others. Positive behaviour support strategies aim to build capacity of the child and their support people (parent, teachers, support workers) to reduce the likelihood that restrictive practices will be used or needed.

There are rules about the use of restrictive practices. The NDIS Quality and Safeguards Commission (NDIS Commission) does not regulate families or mainstream services in their use of restrictive practices. However, the use of restrictive practices by families or other services in the child's life is likely to suggest that the child has behaviours of concern.

Where a child has behaviours of concern it can be helpful to understand why these are occurring, reduce the triggers for those behaviours, and help the child and those supporting them to put in place strategies to replace or reduce the behaviours. This type of support can be developed through Behaviour Support funding. Behaviour support practitioners undertake a functional assessment and draw together information from other early childhood professionals to build a plan to build capacity, learn new skills etc.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

7 Regulated restrictive practices

Under the NDIS (Restrictive Practices and Behaviour Support) Rules 2018 (external), use of restrictive practices by NDIS providers are subject to regulation by the NDIS Quality and Safeguards Commission (external). These are referred to as regulated restrictive practices and include seclusion, chemical restraint, mechanical restraint, physical restraint, or environmental restraint.

This NDIS law outlines the requirements for providers who implement regulated restrictive practices. Implementing providers must be registered by the NDIS Quality and Safeguards Commission for the type of support they are providing and be assessed and audited against Practice Standard Module 2A: Implementing behaviour support plans.

Regulated restrictive practices must be contained in a behaviour support plan with the appropriate authorisation from the relevant state or territory. The behaviour support plan must be developed by a NDIS registered behaviour support practitioner who is recognised as being suitable by the NDIS Quality and Safeguards Commission (external) within legislated time frames and submitted to the NDIS Commission.

Each state or territory has different rules about the authorisation of restrictive practice. States and territories may have some practices that cannot be used at all, and these practices are known as 'prohibited' practices. Refer to the Restrictive Practices Authorisation Frameworks (PDF428.1KB) for more information.

To learn more about restrictive practices for children, go to the NDIS Commission Regulated Restrictive Practices with Children and Young People with Disability: Practice Guide (PDF 1MB).

7.1 PEC Question: Are regulated restrictive practices in use (or likely to be in use)?

Answers to this question should include identification of restrictive practices used by family or mainstream services, and regulated restrictive practices used by NDIS providers.

Answer 'Yes' if you have identified:

- the child's family or mainstream service is using, or is likely using, restrictive practices; or
- NDIS providers are using, or are likely using, regulated restrictive practices.

Please do not use the 'Unsure/Unanswered' option.

If you need more information on recognising restrictive practices to answer this question, see TAPIB Talk - Restrictive Practices, or go to NDIS Commission Regulated Restrictive Practices with Children and Young People with Disability: Practice Guide (PDF 1MB), or NDIS Commission fact sheets (external). You can provide any relevant NDIS Commission resources to families.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

7.2 If you answer 'Yes'

If you have identified there is a use of, or likely to be the use of restrictive practices or regulated restrictive practices, check if:

- the family have a NDIS behaviour support practitioner; and
- there is a behaviour support plan. If yes, ask for a copy of the behaviour support plan and check it is current.

If one or both of these requirements are not in place for the child, and a restrictive practice is being used that needs authorisation from the relevant state or territory, this is an unauthorised restrictive practice. Refer to Restrictive Practices Authorisation Frameworks (PDF428.1KB).

s47E(d) - certain operations of agencies

in

The NDIS Commission participant resources (external) can help you explain what behaviour support is and what restrictive practice means and can be provided to families. Participant fact sheet 1: What is positive behaviour support? (PDF179KB) explains what a restrictive practice is and is also available in an easy read version (PDF 3MB).

7.3 Example free text field responses for PEC question for regulated restrictive practices

The table below gives examples on how an early childhood partner or planner delegate may complete the free text fields for the PEC Capacity Building regulated restrictive practices question. If any of the restrictive practice examples are implemented by a NDIS provider, it becomes a regulated restrictive practice.

Make sure to include:

- who is implementing the practice, for example, parent, school, NDIS support worker
- what the practice is and why it is needed
- the source of the information, when and how the information was obtained. If the information is available in a report, add the name, profession, date of report/s. Reports must be uploaded into PACE.

The free text fields have character limits. If more space is required, add the information to **internal note** in the **Activity log**.

Please use the following table as a **guide** only.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

7.3.1 Table 1 – Example free text field responses for restrictive practices (RP) and regulated restrictive practices (RRP) identif

Chemical	s47E(d) - certain operations of agencies
Environmenta	
Physical	
Mechanical	
Seclusion	

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

EC Early childhood intervention supports overview

SGP KP Publishing

Exported on 2026-07-21 23:19:15

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

Table of Contents

1 Recent updates 4

2 Before you start 5

3 Early childhood intervention supports 6
3.1 Understanding developmental areas for children younger than 9 6
3.2 Developmental areas for children younger than 9 7
3.2.1 Physical development 8
3.2.2 Self-care 8
3.2.3 Cognitive development 8
3.2.4 Receptive and expressive language 8
3.2.5 Emotional development 8
3.2.6 Social development 8
3.2.7 Hearing and vision 8
3.3 Informal, community and mainstream support 9
3.4 Reasonable and necessary 9
3.5 Examples of when a developmental area might need a medium to low or high level of NDIS support for early childhood intervention 10

4 Safeguarding for children 11
4.1 Conversations about risk and recording information 11
4.2 How to consider check-ins and funding when you have identified risks 11

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

When we say, early childhood intervention supports, we mean Early Intervention Supports for Early Childhood which is an NDIS support we fund in NDIS plans for children younger than 9.

This article provides guidance for early childhood partners, planner delegates, planner (non-partnered area) and review officers about:

- early childhood intervention supports
- developmental areas
- identifying support needs across developmental areas
- reasonable and necessary and early childhood intervention supports
- safeguarding for children.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

1 Recent updates

7 April 2026

- Additional guidance to understand the child's strengths and support needs
- Guidance updated with examples of barriers that may prevent the child from participating in an activity
- Added guidance about, and link to the National Best Practice Framework for Early Childhood Intervention
- Guidance on safeguarding for children added
- Article name change – previously EC Early Intervention supports for early childhood overview
- PEC case question age range changed to younger than 9

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

2 Before you start

For additional information on the **Personal and Environmental Circumstances** (PEC) case and capacity building early intervention supports for early childhood refer to:

- article EC Early childhood intervention supports guide (EC Guide)
- article EC Interpreting provider reports and recommendations
- article EC PEC – Capacity building – Health and wellbeing (Disability-related health supports)
- article EC PEC – Capacity building – Regulated restrictive practices
- article EC PEC – Capacity building – How to complete early childhood intervention supports questions
- article EC PEC – Carers – Support coordination
- article EC PEC – Carers – Sustaining informal supports
- article EC PEC – Core – Equipment and consumables
- article EC PEC – Daily support (mainstream participation)
- article EC PEC – General overview
- article EC PEC – NDIS Pathway Hearing Stream
- article Complete personal and environmental circumstances case
- article Record information for Capacity Building
- Our Guideline – Creating your plan (external)
- Our Guideline – Reasonable and necessary supports (external)
- Our Guideline – Mainstream and community supports (external)
- Our Guideline – Early childhood approach (external)

For further information on the role of a key worker refer to:

- article EC Understand the key worker role in the delivery of early childhood intervention supports
- Early childhood tip sheet - Key worker model case study (PDF 119KB).

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

3 Early childhood intervention supports

Early childhood intervention supports is an NDIS support (external) we include in NDIS plans for children younger than 9. NDIS supports are the services, items and equipment that can be funded by the NDIS. These NDIS supports help the child to develop new skills and help the important people in a child's life to support their child with developmental delay or disability to maximise their independence and participation in daily life.

Early childhood intervention supports build on learning opportunities as part of a child's everyday activities in their:

- home and where the family spend time together
- community, like playgrounds, shops, and friends' homes
- mainstream settings, like childcare, preschool and school.

The early childhood intervention supports included in an NDIS plan is for the **additional, professional support** that is required to support a child's development and functioning in daily life. They are for support related to a child's developmental delay or disability. They don't replace, but are in addition to the support informal, community and mainstream networks provide.

NDIS support for early childhood intervention is all about building the capability of important people in a child's life to support the child's skill development at home and in the community. It may also include direct support to the child, depending on their individual needs.

Early childhood intervention supports should align with the principles of the National Best Practice Framework for Early Childhood Intervention (external).

Supports may include:

- specialised support and strategies provided by early childhood intervention professionals
- key worker support for the child and family, provided by one of the early childhood intervention professionals.

3.1 Understanding developmental areas for children younger than 9

To understand a child's need for NDIS support for early childhood intervention it is important to firstly think about their strengths and how any delays in developmental areas impact their participation and independence in daily activities and in the community.

Information to understand the child's strengths and support needs can come from multiple sources. For example:

- The child, using their preferred communication mode.
- Families during information gathering or from a family statement.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

- Early childhood education and care settings, for example childcare, preschool or school. Families can request a letter from their early childhood education and care service or school outlining their child's strengths, areas for development, challenges the educators are experiencing in supporting their child in a group setting; and progress they have noted in the education or care setting.
- Providers and other professionals involved with the child, for example, a paediatrician.

Early childhood partners, and planner delegates will need to understand:

- what the child can do (strengths)
- the areas in which a child's functioning is significantly delayed compared to similar age peers
- the family's perspective, as families know their child best and offer important information about what's going well for their child and any concerns they have
- what the child and their family want to work towards, including goals and areas where an early childhood professional may work directly with a child to build skills and help families learn how to build skills in every day settings
- if there are barriers to participation in everyday activities at home, in the community, an early childhood education and care setting or school. Barriers are things that make it harder for a child to take part in everyday activities. These can include physical, financial, environmental, attitudinal or logistical challenges.

Some barriers are **not** related to NDIS responsibilities. For example:

- Families who cannot afford childcare.
- Lack of public transport for a family to take the child to an activity.
- Other families indicating that the child with a disability is not welcome at a playgroup.
- Family work schedules prevent attendance at extra-curricular activities.

Other barriers may be supported through NDIS funding if they are related to a child's developmental delay or disability. For example, modifying a shower in the child's home that is not accessible (physical barrier) by funding an assessment for home modifications (Capacity Building – Improved Daily Living) and the subsequent home modifications (Capital).

The NDIS only funds supports that are related to the child's developmental delay or disability. The early childhood partner, Agency staff or providers can help a family find community and mainstream services that might help with supports that are not NDIS funded supports.

Relevant information will be recorded in PACE in the **Personal and Environmental Circumstances** (PEC) case, such as the Daily Support and Capacity Building steps, or the Check-In case. It may also be included in any available provider and other professional reports we have on record and for some first plans, this includes the Evidence of developmental delay form (EODD).

3.2 Developmental areas for children younger than 9

When identifying NDIS supports to include in a plan, the child's strengths and any need for early childhood intervention across the following developmental areas should be considered.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

3.2.1 Physical development

How a child moves around, such as crawling, walking, running, and maintaining balance; and how they use their hands to pick up things.

3.2.2 Self-care

How a child looks after themselves or their own needs, such as, how they bathe, dress themselves, eat, drink, use the toilet and sleep.

3.2.3 Cognitive development

How a child understands and remembers information. How they learn, practice, and use new skills. It also includes how they show curiosity and interest in the world around them, solve problems, move between activities and places, play with toys, and develop their safety awareness.

3.2.4 Receptive and expressive language

How a child understands and uses words, gestures, signs, and facial expressions for communication. How a child communicates with other people to express their wants, needs, preferences and ideas.

3.2.5 Emotional development

How a child recognises, understands, expresses, and regulates their feelings and their sensory needs. How they build their confidence, self-identity and wellbeing. Whether there are any behaviours that are challenging or behaviours of concern, and how these are managed.

3.2.6 Social development

How a child builds relationships with family and with others. How they develop their interests, interact, and connect with others through play and childhood activities, and make friendships with peers.

3.2.7 Hearing and vision

Additional supports may be required for children who have met the disability or early intervention requirements for an impairment for which there are significant hearing or vision related needs. It's important to recognise that the functional impacts of these impairments are often reflected in other developmental areas. While hearing and vision aren't developmental areas, support in these areas, where required, is important for engaging with the child and maximising their inclusion in daily activities.

Only select hearing or vision as an area of need when funding in addition to what's been allocated to support developmental areas is clearly required. This will avoid funding for the same area of need twice and maximise value for money when determining what's needed to meet each child's individual needs.

- **Hearing** - Children who are deaf or hard of hearing. These children may need additional support. This assistance early in a child's life is crucial for effective communication, reducing potential language delays, and ensuring the child can interact with their family and peers. For new plans and plan reassessments for participants younger than 7 newly diagnosed with a permanent hearing loss please refer to article EC Guide – Supporting children younger than 7 who are deaf or hard of hearing

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

(including under the priority hearing stream) and article EC PEC – NDIS Pathway Hearing Stream.

- **Vision** - Children who are blind or have low vision. These children may need additional support from their families to understand their vision needs. This support may involve adapting the environment or play materials to help the child learn skills for independence and safety.

When making decisions about other NDIS supports and appropriate level of support included in the plan refer to relevant articles. For example Understand disability-related health supports – capacity building supports or article Add or update capacity building assistive technology (AT) supports in a plan approval case.

3.3 Informal, community and mainstream support

When determining a level of early childhood intervention supports to include in a plan, it's important to make sure we're only including funding for **the additional, professional support** required to support a child's development and functioning in daily life. We should recognise that support can also be provided by informal, community and mainstream supports which do not require NDIS funding.

- **Informal support** includes assistance provided by family and friends. These supports are often the first layer of assistance, offering daily care, emotional support, and basic learning experiences.
- **Community supports** are local resources such as playgroups, community health services, and recreational activities that facilitate a child's social interaction and community engagement.
- **Mainstream supports** are supports provided through mainstream services including educational institutions and healthcare services, which play a crucial role in a child's overall development and well-being.

3.4 Reasonable and necessary

The delegate will review information about the child's informal, community, and mainstream supports, their strengths and areas where development is delayed. Then, NDIS supports can be considered which will complement and enhance existing supports rather than replace them. This approach supports the child's independence and community involvement, ensuring they receive the most suitable support for their individual needs. It also helps to build the capability of families and other people who support the child in everyday activities.

If NDIS support for early childhood intervention is required for a developmental area, the early childhood partner will choose in the PEC case whether they believe that the level required is **high or medium to low.** For first plans this will help inform the Typical Support Package (TSP) and the delegate will make a final decision.

Refer to article: EC PEC – Capacity building – How to complete early childhood intervention supports questions and Complete personal and environmental circumstances case.

When identifying a level of NDIS support for early childhood intervention, we must think about the child's existing support systems. We must also think about the amount of NDIS support required over the course of the plan to support the child's development and functioning in daily life.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

For school age children, careful consideration must be given to the responsibility of the education system when determining whether a developmental area needs high or medium to low level of early childhood intervention NDIS support. Children spend a large part of the week at school where support is provided to learn and develop, sometimes with additional support funded by the education system. For example, learning to follow routines and get along with peers.

Also, many children who are school age will have been an NDIS participant for a number of years. For school age children, delegates should look at whether developmental areas that previously required a high level of early childhood intervention, could now be considered as requiring a medium to low level of early childhood intervention due to the impact of early childhood intervention and the additional learning opportunities the school environment offers.

3.5 Examples of when a developmental area might need a medium to low or high level of NDIS support for early childhood intervention

s47E(d) - certain operations of agencies

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.

4 Safeguarding for children

When you become aware of risk or harm or potential harm involving an NDIS participant who is a child, NDIA staff and partners are expected to identify and follow internal and external processes as a priority.

Further information on responding to a child or young person who you have witnessed being harmed or they disclose abuse or neglect, can be found in the Practice Guide - Participant Critical Incident (DOCX 902KB).
Note: Call emergency services when a child or young person is in immediate danger.

It is important to review and have a good understanding of article Guide – Safeguarding the participant's interests – Context and background.

To support participants and their families to reduce their risks of harm and understand their rights refer to Participant safeguarding policy (external).

To understand what to do when identifying risk, go to the article Identify risks and vulnerabilities.

4.1 Conversations about risk and recording information

To create an emotionally safe environment, refer to article Guide – Conversation style guide, including Guide - Conversation style guide appendix A which provides information on conversation techniques and also Guide - Conversation style guide appendix B to support phone or web-based conversations.

It is important when finding out about harm to a child to carefully consider questions you ask. Sometimes that might mean avoiding specific questioning and only gather enough information to be able to follow Participant Critical Incident reporting processes. This is also important when a parent or carer relays any challenges related to supporting a child. Further questions can be asked to understand how they can be supported.

Recording information in the system about any concerns or factors can provide further detail for NDIA staff and partners to assess the potential for harm at a future date. This information is important for assessing risk and implementing safeguards for children.

4.2 How to consider check-ins and funding when you have identified risks

For more information on safeguarding during the check-in process refer to article Record risks and vulnerabilities during a check-in or during the planning process go to Guide - Safeguarding the participant's interests.

This document was released under the Freedom of Information Act 1982 by the National Disability Insurance Agency.