

Challenging Behaviour: Why?



All behaviour serves a purpose

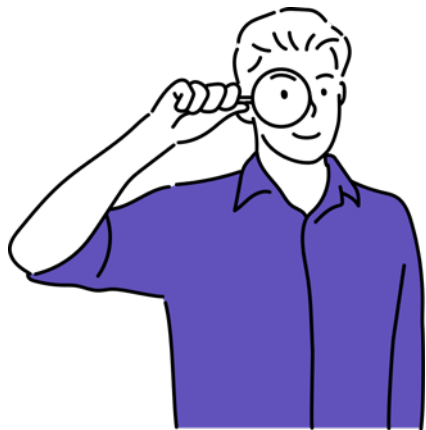
When a behaviour occurs repeatedly the FUNCTION of that student's behaviour can be identified.



Attention

The attention of adults or peers can be highly desirable or something to be avoided at all costs!

For some students this attention can be positive or negative; acrimonious or complimentary. If attention is the need they will continue to repeat their behaviour. It may be peers laughing at their jokes as they disrupt the lesson or having additional teacher attention.



Gather Information to Determine the Function

Once the function is identified, the focus can then be on teaching appropriate behaviours that will meet the same need.



Get or Avoid

The student may want to "get" something and by repeating their behavior that does "get" what they need.

Alternatively, the student may want to avoid or escape something and again, by repeating the behaviour, meet their need.



Sensory

For some children the need to get or escape certain sensory stimuli can be overpowering. Rolling on the floor; putting their hands on their ears; hitting someone who has touched them are all examples where the sensory input was either desirable or undesirable to the student.

Activity / Tangible

A student may want to get or avoid a particular activity such as a large group or assembly, group work or a writing task. The student may also want to get or avoid a thing: a type of food or a particular toy or computer time.

