

POSSIBLE REASONS FOR BEHAVIOUR

PHYSICAL or MEDICAL NEEDS

- May be injured, sick, hungry, thirsty, in pain, reacting to medication, or physically tired.
- May be trying to express that all is not well in their body or simply reacting to discomfort.

SENSORY PROCESSING

- May be overwhelmed by a sensation and need to stop it or escape from it.
- May be seeking a sensation.
- May be receiving confusing information from their senses.

COMMUNICATION

- Didn't understand instructions.
- Doesn't know what is expected. May not know how to ask questions for clarification.
- Trying to communicate through behaviour rather than words.
- May not have received enough "think time" to process information.
- May have interpreted communication literally.
- May not have interpreted cues such as gesture and facial expression.

ORGANISATION

- May have difficulty keeping track of a multi-step process and stop working.
- May have trouble ordering a task (knowing where to start, how to start, best way to approach the work, how to stop, when to stop).
- May have difficulty prioritising instructions.
- May have difficulty making "common sense" decisions or drawing conclusions.

RESTRICTED REPETITIVE BEHAVIOUR

- Difficulty changing from one activity to another.
- Routine or schedule has changed and the student isn't coping.
- May have a routine of their own (for example, for packing their school bag) which has been interrupted.
- May have difficulty with "errors" that others have made.
- May have extremely strong interest in one area and become frustrated when asked to focus on anything else.
- Behaviour may have been helpful/appropriate when the student was younger, and has now become a habit.

SOCIAL

- Not aware of the social norms for a situation - using behaviour that would be appropriate in a different social context.
- May not have the skills to pretend that they like people (teachers/students) and appear impolite.
- May not have picked up on "obvious" social cues about the situation.
- May be unable to consider a situation from another's perspective.
- May not know the best way to apologise or resolve a conflict.
- May be seeking a social interaction.
- May be using behaviour that would be appropriate in a different social context.
- May misinterpret behaviour of others as an act of aggression.

MOTIVATION

- May fear failure.
- May not connect the task with its purpose.
- Behaviour may work well – it may help them to get what they want or to avoid something they dislike.
- May be avoiding a task that is difficult or inappropriate.
- May not see a reason for behaving in the desired way.
- May not want to do as instructed.