

# Identify triggers

A suggestion for implementing the strategy  
'Understanding how to respond to problem  
behaviour' from the Guide: [Behaviour and  
learning](#)

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**Includes:**

- Antecedents (triggers) in the classroom
- Barriers to learning as triggers
- Antecedents outside school

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From

Guide: [Behaviour and learning](#)

Strategy: [Understanding how to respond to problem behaviour](#)

Suggestion: [Identify triggers](#)

Date

16 May 2024

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/identify-triggers](https://inclusive.tki.org.nz/guides/behaviour-and-learning/identify-triggers)

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## Antecedents (triggers) in the classroom

Antecedents can be a specific event, person, or context that happen immediately before a behaviour.

Common examples include:

- being shouted at by other children or a teacher
- having a name repeatedly mispronounced
- insufficient personal space, e.g feeling squashed when lining up or sitting in assembly
- being told to quickly complete an assignment or work task
- having an object taken away
- being told to stop.

## Barriers to learning as triggers

When barriers to learning have not been identified and removed, they can act as triggers.

Potential trigger	Consequence
Materials and resources are presented in only one way.	Students may not be able to personalise them to match learning preferences and needs.
A teacher speaks from the front (without using visuals for support) for a long time to introduce a task.	Some students will not be able to sustain concentration.
The classroom becomes unexpectedly noisy and there are no quiet areas to work.	Some students may become distracted and agitated with the sensory overload.

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## Antecedents outside school

Experiences outside school can also act as triggers.

- ✓ Reactivity due to stress at home.
- ✓ Conflict in interpersonal relationships.
- ✓ Lack of sleep or food.
- ✓ Experiences of bullying behaviour via social media.

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