

# Support behaviour and communication

A suggestion for implementing the strategy

'Supporting language and communication skills' from the Guide: [Behaviour and learning](#)

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## Includes:

- Avoid misreading behaviours
- Behaviour as communication
- Check for understanding
- Notice learner needs
- Check for hearing loss

# Avoid misreading behaviours

Seek to understand what students are communicating.	<p>Children with previously undetected communication problems are at risk of being misunderstood, their inappropriate response seen as a lack of compliance rather than a lack of understanding.</p> <p><b>Melanie Cross</b></p> <p><b>Source:</b> Children with Social, Emotional and Behavioural Difficulties and Communication Problems <a href="https://www.fishpond.co.nz/Books/Children-with-Social-Emotional-and-Behavioural-Difficulties-and-Communication-Problems-Cross-Melanie/9781849051293?utm_source=googleps&amp;utm_medium=ps&amp;utm_campaign=NZ&amp;gclid=EAIaIQobChMiv8DQ6vqt4wIVw46PCh29YQTZEAkYAiABEgKqZfD">https://www.fishpond.co.nz/Books/Children-with-Social-Emotional-and-Behavioural-Difficulties-and-Communication-Problems-Cross-Melanie/9781849051293?utm_source=googleps&amp;utm_medium=ps&amp;utm_campaign=NZ&amp;gclid=EAIaIQobChMiv8DQ6vqt4wIVw46PCh29YQTZEAkYAiABEgKqZfD</a></p>
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## Behaviour as communication

Behaviour is a form of communication.

Consider what learners might be trying to communicate through their behaviour.

I need:

- more time
- understanding
- order
- calm
- peer or adult attention
- a desired object or activity
- sensory stimulation.

I am finding this task or situation:

- stressful
- frustrating
- difficult
- boring or easy
- tiring.

I don't like:

- this task
- working with this person
- working by myself.

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From

Guide: [Behaviour and learning](#)

Strategy: [Supporting language and communication skills](#)

Suggestion: [Support behaviour and communication](#)

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Link

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

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## Check for understanding

Use [this communication checklist](#) (PDF, 304KB) to guide and inform understanding.

The following behaviours can be a sign that a student may be struggling to understand and use day-to-day language to access learning and have successful interactions:

- sleepy or unmotivated
- off task
- non-compliant
- rebellious
- in their own world
- not completing tasks
- angry.

## Notice learner needs

Speech, language, and communication needs can have an impact on a range of competencies.

Consider how these might influence and impact behaviour.

**Articulation** – ability to express oneself effectively through speaking, writing, or non-verbal communication.

**Perception** – the ability to recognise and understand the spoken or written word, body language, and facial expressions.

**Listening skills** – the ability to listen carefully to what is said.

**Recall** – being capable of remembering information that has previously been given.

**Expression** – being able to express themselves verbally and non-verbally effectively, including expressing feelings and emotions acceptably.

**Interaction** – the capacity to relate to others in a socially acceptable manner.

## Check for hearing loss

Hearing is critical to communication development.

Mild or fluctuating hearing loss can have a significant impact on learning and development.

A child or young person may have underlying speech, language, and communication needs (SLCN) if you observe the following indicators:

- difficulty understanding and following instructions
- difficulty explaining what they want and need
- difficulty understanding and expressing their feelings and the emotions of others
- appear to ignore what they have been asked to do or do the wrong thing because they have misunderstood what is meant
- difficulties retelling situations, events and stories
- frequently responding to questions with short generic responses such as "I dunno".

Use [this communication checklist](#) (PDF, 304KB) to guide and gather further observations.

