

Support behaviour and communication

A suggestion for implementing the strategy

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

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>Melanie Cross</p> <p>Source: Children with Social, Emotional and Behavioural Difficulties and Communication Problems https://www.fishpond.co.nz/Books/Children-with-Social-Emotional-and-Behavioural-Difficulties-and-Communication-Problems-Cross-Melanie/9781849051293?utm_source=googleps&utm_medium=ps&utm_campaign=NZ&gclid=EAIaIQobChMiv8DQ6vqt4wIVw46PCh29YQTZEAkYAiABEgKqZfD</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.

Inclusive Education

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

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.

