

Check your assumptions

By understanding the range of impacts on the brain, teachers can read behaviours as indicators of a need and respond by adapting their expectations and teaching and learning strategies.

Here are some examples of understanding and reframing behaviours.

Noncompliance and wilful misconduct may be needs associated with:

- understanding verbal instructions
- processing information
- impulse control
- knowing how to act or what to do next.

Repeatedly making the same mistake may be needs associated with:

- linking cause to effect
- seeing similarities in situations
- generalising from one event to another.

Not sitting still, attention seeking and bothering others may be needs associated with:

- a need to move while learning
- sensory or cognitive overload
- not understanding personal space, needing barriers to define appropriate distance.

Lying or deliberate dishonesty may be needs associated with:

- trying to please by telling you what they think you want to hear
- problems with memory or sequencing
- inability to accurately recall events.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.
