

# 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.

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