

Teaching Values of Being Human

'Mis'behaviour and humane ideas to influence positive change

The ABC's of behaviour - an analysis (page 1 of 4)

Student's name and age _____

What are their interests, talents and strengths? _____

What do you know about this student's life, parents or caregivers? Are there issues around disadvantage, trauma, neglect or disability? Record what you know and suspect.

1. The antecedents

When does this difficult behaviour usually start? _____

What do you think triggers it? _____

Have you noticed a pattern? _____

What part do peers play? _____

Are their peers that trigger the reaction? _____

Who are they? _____

Where is it more noticeable? _____

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1. The antecedents (continued)

When is it more noticeable? _____

Is there a lesson, or time of the day, where this behaviour is more prevalent? _____

What are the more 'general influences' in this student's life that might maintain the tricky behaviour? _____

What is happening at home? _____

2. The behaviour

What exactly is the behaviour? _____

To describe the behaviour, use a selection of adjectives to build a word picture about what you see. Refrain from using descriptors such as vicious, spiteful, malicious or violent because they are emotionally loaded with a negative bias that do no good. Instead, use descriptors that describe what you see. _____

Is the troubling behaviour becoming more, or less frequent? _____

How does this person show their distress? Is it - fight, flight or freeze? _____

Have you started to record the frequency of the behaviour, and its intensity? By doing so, you can collect hard data instead of having to rely on your memory which is always prone to recalling the hiccups, worries and disasters rather than the small wins!

yes / no

What does this young person say? _____

What do they do that most worries you? _____

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2. The behaviour (continued)

How much of this behaviour really matters? _____

Could it be tactically ignored? _____

Could some of it be tactically ignored? Which bits? _____

Might a clever change to your routine, or a creative 'circuit-breaker', minimise the problem? _____

Is the behaviour consistent with a diagnosable disorder, deficit, disability or trauma?

What are you thinking? _____

3. The consequences

What usually happens following the behaviour? _____

Is the student's calm down time improving? _____

Do they understand the impact they have on others? _____

What is their response when they listen to others who have been affected? _____

Do they show remorse? Is it genuine? _____

What approaches have had some success? _____

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4. Create a hypothesis

Now, use your knowledge, your experience, and the wisdom of colleagues to determine what’s driving this behaviour.
To help, contemplate and answer these questions;

What are the main influences driving this behaviour? _____

What do you think the student is seeking? _____

Is it attention seeking? Power seeking? Revenge seeking? Or a sense of hopelessness? _____

Or, are there combinations of these? _____

What are the combinations? _____

What might the student be trying to get to, or get away from, or get at? _____

What tells you this? _____

What is the quality of the child’s relationship with you? _____

What is the quality of the child’s relationship with the other staff member in question? _____

What is the quality of the child’s relationship with mother, father, peers, caregiver? _____

What is the quality of the child’s relationship with the other children? _____

Is the environment - the school yard, your classroom or the specialist teacher’s learning space - genuinely comfortable and functional for this student? That’s right - the environment created may offer wonderful activity, learning and challenge to most, but for this person is it too overwhelming, too dynamic, too challenging or too fluid? _____

Every educator needs time and opportunity to explore new ideas to work more effectively with emotion and behaviour. These skills don’t just happen! Just as we offer students constant training, ongoing coaching and support to increase their proficiencies, teachers require these very same opportunities.