

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.

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.

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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

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.

