

# Behaviour

## THERE ARE 4 POSSIBLE FUNCTIONS FOR ANY BEHAVIOUR

### Attention

from an adult or peer, positive or negative

these behaviours show a need - try to give frequent positive attention to the child throughout the day to meet this need.

To avoid reinforcing the behaviour - you can try Planned Ignoring

If the behaviour is unsafe physically redirect the child, remove objects, or people from the area.

This means to plan to ignore the behaviour not the child

Stay calm and remain neutral - use a calm voice and neutral facial expression while redirecting the child or suggesting a different safe activity.

If necessary address the child, but avoid reacting to or commenting on the behaviour

### A Tangible

a highly preferred toy, food, or other item.

If you say no to a request, follow through; giving in after repeated requests or tantrums strengthens the behaviour. If you cannot follow through, consider setting a condition or tell your child when they can have it to avoid reinforcing the behaviour.

### Escape/Avoidance

of a non preferred, undesirable experience.

Children will often attempt to avoid or escape from a situation that is uncomfortable or too difficult for them at the time - plan to decrease expectations or change the environment

### A Sensory Experience

by stimulating the body's different senses

Consider what type of experience the child is seeking:  
sound, smell, taste, sight, touch, movement, balance, awareness of their body in space, or relieving internal sensations like pain, hunger, temperature, etc.

If there is a safety concern, offer your child safe alternatives to meet the same sensory need

Understanding the function of a behaviour can also support teaching new skills, like replacement behaviours, i.e. requesting an item rather than climbing to access it