

## Understanding Motives of Behaviour

4 main motives of behaviour	Pupil's actions	What the pupil is saying with their behaviour	How others feel e.g. the teacher	Pupil's reaction to reprimand	Preventive action	Consequences
<p><b>Need for attention.</b> All need to be noticed – attention seeking increases with need to improve self esteem</p>	<ul style="list-style-type: none"> <li>Nuisance, show-off, clown, lazy</li> <li>Puts others in his/hers' service</li> <li>Pesters, whining, noisy, interrupting</li> </ul>	<ul style="list-style-type: none"> <li>I only count when I'm being noticed or served</li> <li>I want you to notice me fuss over me</li> </ul>	<ul style="list-style-type: none"> <li>Irritated, annoyed</li> <li>Thinks 'this pupil occupies too much of my time'</li> <li>Delighted with good pupils</li> </ul>	<ul style="list-style-type: none"> <li>Temporarily stops disturbing action when given attention then repeats action</li> </ul>	<ul style="list-style-type: none"> <li>Give lots of attention at appropriate times</li> <li>Make contract</li> <li>Look at our behaviour and its effect on pupils</li> </ul>	<ul style="list-style-type: none"> <li>Ignoring/ walking away when attention is demanded</li> <li>Follow through on contract and apply consequences</li> <li>Avoid negative attention</li> </ul>
<p><b>Need for control.</b> We all need control over our lives; domination and power can be used to try and improve a damaged self-esteem</p>	<ul style="list-style-type: none"> <li>Does little or no work</li> <li>Stubborn, argues, has temper tantrum, tells lies, disobedient</li> <li>Does the opposite of what they have been asked to</li> <li>Devious, bossy, uncooperative</li> </ul>	<ul style="list-style-type: none"> <li>People do things for others they think are a worthwhile human being. If I can make you do things for me I must be worthwhile</li> </ul>	<ul style="list-style-type: none"> <li>Feels threatened or provoked</li> <li>Thinks this pupil can't do this to me</li> <li>Determined to control the pupil's behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Intensifies actions when reprimanded</li> <li>Pupil wants to win, to be boss</li> <li>Feels they have won when others are upset</li> <li>Refuses to cooperate</li> <li>Smiles to self</li> </ul>	<ul style="list-style-type: none"> <li>Avoid power struggles by offering choices</li> <li>Provide situation where pupils can use power productively</li> <li>State rules ahead of time</li> <li>Mutual respect</li> <li>Solicit pupil's help</li> </ul>	<ul style="list-style-type: none"> <li>Remain unemotional, be firm without dominating</li> <li>Remove yourself</li> <li>Act - don't talk</li> <li>Provide for cooling off time</li> </ul>
<p><b>Need for justice.</b> We all need to feel the world is just- part of the natural order of things; revenge is the natural order when someone has been badly treated</p>	<ul style="list-style-type: none"> <li>Hurtful physical &amp; verbal</li> <li>Exhibits defiant, sullen, negative behaviour</li> <li>Kicks, bites, steals, vicious, destructive</li> </ul>	<ul style="list-style-type: none"> <li>If I'm hurt, it is because I deserve it. If I hurt you, you must deserve it so you must be as bad as me</li> </ul>	<ul style="list-style-type: none"> <li>Feels deeply hurt and angry; Thinks how can this pupil do this to me?</li> <li>Dislikes the pupil</li> </ul>	<ul style="list-style-type: none"> <li>Wants to get even</li> <li>Retaliates</li> <li>Hurts others</li> <li>Makes self disliked</li> </ul>	<ul style="list-style-type: none"> <li>Take time and effort to help the student</li> <li>Enlist aid from a friend of the pupil</li> <li>Build on the pupil's strengths</li> </ul>	<ul style="list-style-type: none"> <li>Avoid retaliation</li> <li>Do - remove yourself from conflict</li> <li>Maintain order with a minimum of restraint</li> <li>Ensure reparation</li> <li>Avoid moralising</li> </ul>
<p><b>Need for vulnerability.</b> We all need to be able to ask to be nurtured and to ask for help but this is risky; when someone has been a failure giving up means never having to ask for help</p>	<ul style="list-style-type: none"> <li>A loner</li> <li>Feels hopeless</li> <li>Stupid actions</li> <li>Gives up easily</li> <li>Doesn't try</li> </ul>	<ul style="list-style-type: none"> <li>I can't do anything, so I won't have to ask anybody for help so I won't take the risk</li> <li>Variation: I can do that but I don't want to because it's boring, too easy etc</li> </ul>	<ul style="list-style-type: none"> <li>Feels helpless and discouraged thinks: I give up - I don't know what to do any more</li> </ul>	<ul style="list-style-type: none"> <li>Retreats further</li> <li>Becomes more passive</li> <li>No reaction little or no eye contact</li> </ul>	<ul style="list-style-type: none"> <li>Encourage pupil to try</li> <li>Minimise mistakes have faith in the pupil's abilities</li> <li>Trust the pupil with small responsibilities</li> <li>Be directive</li> <li>Demonstrate the desired take/ behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Don't expect immediate results</li> <li>Emphasise success</li> <li>Give recognition at unexpected times</li> </ul>