

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>Need for attention. All need to be noticed – attention seeking increases with need to improve self esteem</p>	<ul style="list-style-type: none"> Nuisance, show-off, clown, lazy Puts others in his/hers' service Pesters, whining, noisy, interrupting 	<ul style="list-style-type: none"> I only count when I'm being noticed or served I want you to notice me fuss over me 	<ul style="list-style-type: none"> Irritated, annoyed Thinks 'this pupil occupies too much of my time' Delighted with good pupils 	<ul style="list-style-type: none"> Temporarily stops disturbing action when given attention then repeats action 	<ul style="list-style-type: none"> Give lots of attention at appropriate times Make contract Look at our behaviour and its effect on pupils 	<ul style="list-style-type: none"> Ignoring/ walking away when attention is demanded Follow through on contract and apply consequences Avoid negative attention
<p>Need for control. 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"> Does little or no work Stubborn, argues, has temper tantrum, tells lies, disobedient Does the opposite of what they have been asked to Devious, bossy, uncooperative 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Feels threatened or provoked Thinks this pupil can't do this to me Determined to control the pupil's behaviour 	<ul style="list-style-type: none"> Intensifies actions when reprimanded Pupil wants to win, to be boss Feels they have won when others are upset Refuses to cooperate Smiles to self 	<ul style="list-style-type: none"> Avoid power struggles by offering choices Provide situation where pupils can use power productively State rules ahead of time Mutual respect Solicit pupil's help 	<ul style="list-style-type: none"> Remain unemotional, be firm without dominating Remove yourself Act - don't talk Provide for cooling off time
<p>Need for justice. 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"> Hurtful physical & verbal Exhibits defiant, sullen, negative behaviour Kicks, bites, steals, vicious, destructive 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Feels deeply hurt and angry; Thinks how can this pupil do this to me? Dislikes the pupil 	<ul style="list-style-type: none"> Wants to get even Retaliates Hurts others Makes self disliked 	<ul style="list-style-type: none"> Take time and effort to help the student Enlist aid from a friend of the pupil Build on the pupil's strengths 	<ul style="list-style-type: none"> Avoid retaliation Do - remove yourself from conflict Maintain order with a minimum of restraint Ensure reparation Avoid moralising
<p>Need for vulnerability. 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"> A loner Feels hopeless Stupid actions Gives up easily Doesn't try 	<ul style="list-style-type: none"> I can't do anything, so I won't have to ask anybody for help so I won't take the risk Variation: I can do that but I don't want to because it's boring, too easy etc 	<ul style="list-style-type: none"> Feels helpless and discouraged thinks: I give up - I don't know what to do any more 	<ul style="list-style-type: none"> Retreats further Becomes more passive No reaction little or no eye contact 	<ul style="list-style-type: none"> Encourage pupil to try Minimise mistakes have faith in the pupil's abilities Trust the pupil with small responsibilities Be directive Demonstrate the desired take/ behaviour 	<ul style="list-style-type: none"> Don't expect immediate results Emphasise success Give recognition at unexpected times