

UNDERSTANDING BEHAVIOUR IN LEARNERS WITH ADDITIONAL NEEDS

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WORKSHOP OVERVIEW

By the end of the session, you will be able to-

- Understand why behaviours occur
- Name the theorists linked with behaviour
- Examine behaviours in learners with Additional Needs
- Learn practical behaviour management strategies

WHAT DO WE MEAN BY BEHAVIOUR?



(Autism Adventures, n.d)

"The way in which someone conducts oneself or behaves" (Merriam-Webster, n.d.)

"Behaviour can be understood as actions that are influenced by environmental stimuli and consequences" (Skinner, 1953)

The Iceberg Model of Behaviours. (Autism Adventures, n.d)

Environmental factors effect a childs Behaviour.

ADDITIONAL LEARNING NEEDS AND BEHAVIOUR

What is the challenging behaviour?

Examples of the challenging behaviour

Understanding the challenging behaviour

Reasons for the challenging behaviour

Positive Behaviour Support (PBS)

Examples of Positive Behaviour Support

(Sense, n.d)

BEHAVIOURISM - B.F.SKINNER

Skinner believed that behaviour is learned through a child's environment.

His theory is Operant Conditioning which is when good behaviour is rewarded a child is more likely to repeat that good behaviour.

Positive reinforcement

Behaviour - Reward added - Behaviour increases

Negative reinforcement

Behaviour - Something unpleasant removed - Behaviour increases

(Fritze, 2019)

SOCIAL LEARNING THEORY - ALBERT BANDURA

The idea of children learning through observation and deciding whether to copy, rather than a reward system.

Key Concepts

- 1- Observational Learning
- 2- Modelling
- 3- Intrinsic Reinforcement

(University of Phoenix, 2026)

INCLUSIVE BEHAVIOUR MANAGEMENT STRATEGIES

- 1- Create a structured environment
- 2- Positive Behaviour Support (PBS)
- 3- Sensory Support and Sensory Breaks
- 4- Communication Support
- 5- Staff training and consistently
- 6- Emotional regulation support

(Brereton, 2025)

TEACHER COMMUNICATION TECHNIQUES

- Clear and simple language
- Giving extra time to process information
- Listen carefully to the child's views
- Use visual supports when needed
- Work closely with parents and carers
- Adapt communication to each individual

(Department for Education, n.d)

CREATING A SUPPORTIVE ENVIRONMENT

- Reduce sensory overload
- Create defined learning areas
- Provide a safe/quiet space
- Ensure physical accessibility
- Use predictable routines
- Provide clear instructions
- Build good relationships

(Senploy, n.d)

ACTIVITY - BEHAVIOUR DETECTIVE

Purpose-

Understand underlying causes of behaviour

Scenario-

"Bertie struggles to sit still in the classroom and repeatedly gets up from seat and walks around the classroom."

Discuss-

What is the behaviour?

What could be causing the behaviour?

What can be done to support the child?

ACTIVITY - ABC ANALYSIS CHALLENGE

Antecedent - Behaviour - Consequence

Loud Classroom environment - Child screams and covers ears - Child is removed from class

What can be put in place to help the child in this situation based off of everything we have looked at so far in this workshop?

EVALUATING CURRENT PRACTISE

Understanding Behaviour as communication

- Identifies underlying needs but can be time consuming and requires staff training

Positive Behaviour Support

- Encourages the good behaviour through support not punishment but requires consistency in school and at home

Skinner's Theory

- Simple for encouraging good behaviour but doesn't look at the underlying causes

Bandura's Theory

- Looks at importance of role models and good relationships, but not all children will copy the good behaviour

Communication Strategies

- Can reduce frustration and increase participation but requires the practitioner to adapt to every child's needs

Supportive Learning Environment

- Can reduce anxiety and increase engagement but could be limited due to funding, space and resources

CONCLUSION

Behaviour is a way for some children to communicate their needs.

Additional needs children would need adapted support in order for them to succeed.

Support, good communication and an inclusive environment can increase learner engagement.

Being able to understand the underlying causes of the behaviour helps teachers to be more empathetic towards the children and support a positive school outcome.

Understanding Behaviour in Learners with Additional Needs Toolkit

Objectives (Fill in after workshop once you've learned about each section)

- Understand why behaviours
occur
- Name the theorists linked with behaviour
- Examine behaviours in learners with Additional
Needs
- Learn practical behaviour management
strategies

What do we mean by behaviour? (Memorable quotes)

"The way in which someone conducts oneself or behaves" (Merriam-Webster, n.d.)

"Behaviour can be understood as actions that are influenced by environmental stimuli and consequences" (Skinner, 1953)

Notes

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Additional Learning needs and behaviour

After the session use this space to fill in what you've learnt so you can look back at it.

What is the challenging
 behaviour?

Examples of the challenging
 behaviour

Understanding the challenging
 behaviour

Reasons for the challenging
 behaviour

Positive Behaviour Support
 (PBS)

Examples of Positive Behaviour
 Support.....

Notes

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Behaviourism – B.F. Skinner

Operant Conditioning – Positive behaviour is rewarded (Fritze,2019)

Positive reinforcement

Behaviour – Reward added – Behaviour increases

Your example

.....

Negative reinforcement

Behaviour – Something unpleasant removed – Behaviour increases

Your example

.....

Social Learning Theory – Albert Bandura

Children learning through observation and deciding whether to copy.
(University of Pheonix, 2026)

1- Observational Learning

2- Modelling

3- Intrinsic Reinforcement.....

Notes

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Inclusive Behaviour management strategies

1- Create a structured environment

2- Positive Behaviour Support (PBS)

3- Sensory Support and Sensory Breaks

4- Communication Support

5- Staff training and consistently

6-Emotional regulation support

Notes

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Teacher Communication Techniques

-Clear and simple language

-Giving extra time to process information

-Listen carefully to the child's views

-Use visual supports when needed

-Work closely with parents and carers

-Adapt communication to everyone

Notes

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Creating a supportive environment

-Reduce sensory overload

-Create defined learning areas

-Provide a safe/quiet space

-Ensure physical accessibility

-Use predictable routines

- Provide clear instructions
- Build good relationships

Notes

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Activity One – Behaviour Detective

Purpose-

Understand underlying causes of behaviour

Scenario-

"Bertie struggles to sit still in the classroom and repeatedly gets up from seat and walks around the classroom."

Discuss-

What is the
behaviour?
.....

What could be causing the
behaviour?
.....

What can be done to support the
child?.....
.....

Activity – ABC Analysis Challenge

Antecedent – Behaviour – Consequence

A- Loud Classroom environment - B-Child screams and covers ears – C- Child is removed from class

What can be put in place to help the child in this situation based off of everything we have looked at so far in this workshop?.....
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Evaluating Current Practises

Understanding Behaviour as communication

-Identifies underlying needs but can be time consuming and requires staff training

Positive Behaviour Support

-Encourages the good behaviour through support not punishment but requires consistency in school and at home

Skinner's Theory

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