COLLABORATIVE PROBLEM SOLVING

The questions on the next page reflect the kinds of information typically gathered as part of a simple Functional Behaviour Assessment.

The questions will help you to:
- better understand what a student is communicating through their behaviour about the difficulties they are having with particular tasks, situations, or expectations
- identify activities, expectations, and teacher or peer actions that might be triggering the behaviour
- think about how the learning environment, including responses from teachers and peers, might be reinforcing the behaviour
- think about the function of the behaviour (i.e., what purpose it is serving)
- think about how the wider learning or social environment might be providing the conditions for disengaged or antisocial behaviour.

Question	Possible answers
What is the problem behaviour? How often does it happen?	● Non-compliance with teacher instructions, daily, particularly during literacy time ... ● Calling out and attention seeking, several times a day, when teacher is working with others ...
What is the typical setting or context for the behaviour?	● Mondays ... ● A reliever in the learning space ... ● Inside lunchtimes ... ● A long time sitting on the mat ... ● Break times ... ● Transitions ...
What typically happens before the behaviour occurs?	● An instruction to complete a written task ... ● A competitive activity ... ● An expectation of silent, independent work … ● Teasing or name calling by peers ... ● Conflict with peers over space or resources ...
If I wanted to make the behaviour happen, what would I do?	● Give many instructions at once ... ● Demand silent work ... ● Require written responses only ... ● Make the student work in a self-selected pair or group ... ● Make the student work with a particular peer ...

	● Leave the student working independently for long periods of time ...
What happens immediately after the behaviour?	● The student is reprimanded ... ● The student is sent to 'time out' ... ● The student is asked to work at a separate desk ...
When is the behaviour least likely to occur?	● When the student understands what is being asked of them ... ● When the student has choices about where they work, how they present their work, the order for completing tasks, who they work with... ● When the student is working cooperatively rather than competitively ... ● When the student has plenty of time to complete a task ... ● When there is a mix of ways of gaining information (some teacher talk, some video, some independent research) ...
What might the student be avoiding or getting through this behaviour? How is the behaviour 'useful' for the student?	● Avoiding a task that is too difficult ... ● Getting one-on-one attention from the teacher or a peer ...
What might the student be communicating through this behaviour?	● I don't have the social skills needed to work with other students on this task... ● I don't understand the task ... ● The task has too many components to it ... ● I don't have the materials needed for the task ... ● I need help ... ● I need the option to work in a low-distraction area ... ● I need you to slow down ... ● I need you to repeat the instructions ... ● I need another way to show you what I have learned ... ● I'm bored, anxious, stressed ... ● I expect to fail at this task ... ● I lack the skills needed to plan, organise, self-assess, and provide positive self-talk ...
What currently works well to calm, refocus, or re-engage the student? How could we build on this to provide a sustainable solution?	● Acknowledging that the student is experiencing stress … ● Providing alternatives to writing ... ● Working with an older buddy ...

Rohan, T. (2017). *Teaching for positive behaviour: Support engagement, participation, and learning.* New Zealand Ministry of Education pp. 58-59.