# Pause and Reflect #2

**Instructions**: The science of behavior has identified three broad categories why students engage in unexpected behaviors. What if you *knew* why the student behaved as she did? How would you respond? For each of the possible reasons behind a behavior, write down a possible response that would address the reason for the unexpected behavior.

| Reason for Unexpected Behavior | Your Response |
| --- | --- |
| Student does not know behavior expectation. |  |
| Student is not fluent in the expected behavior (i.e., it does not come automatically). |  |
| \*The student wants your attention. |  |
| \*The student wants attention from a peer. |  |
| \*The student wants to avoid an activity she finds difficult or potentially embarrassing. |  |

\*Note: the last three represents some possible needs that student’s commonly try to meet through their behavior; for a list of the most common needs, or functions, refer to the MO SW-PBS Handbook.