PBIS/SWIS Question

Why is it important for a discipline referral minor/major to include perceived motivation?

The bulk of the information provided below is acquired from [https://www.pbisapps.org/Resources/SWIS Publications/Guidelines for Motivation.pdf](https://www.pbisapps.org/Resources/SWIS%20Publications/Guidelines%20for%20Motivation.pdf)

Perceived Motivation – Motivation can be defined as the reason or reasons one has for acting or behaving in a particular way. For many schools, motivation can be a difficult but necessary piece of data to collect. The SWIS system refers to motivation as perceived motivation. It is important that an individual completing a referral form make a “best guess” as to student motivation as opposed to simply marking other or unknown. Listed below are SWIS/PBIS motivation guidelines. **Please** share these with your staff.

Obtaining Adult Attention

* Do you find yourself often needing to redirect the student?
* Does problem behavior often seem to occur when you are working with others?
* Do you need to provide one-on-one assistance to get the student back on-task?
* Do problem behaviors occur when you have stopped interacting with the student?
* If a student stops a behavior but then repeats it, they likely want adult attention.
* You find that you are most often annoyed by the behavior.
* Common attention seeking behaviors include but are not limited to:
* Quarrel with peers
* Tell wild tales
* Can really “make an entrance”
* Throw things/tantrums
* Make excessive noises
* Talk excessively
* Fretful; whines and pouts
* Works only when teacher is near
* Tattles
* Frequently leaves seat
* Uses baby talk or clowns around
* Asks irrelevant questions

Obtaining Peer Attention

* When the behavior occurs, does the class verbally respond/laugh at the student?
* Does the behavior usually happen when peers are around to witness it?
* Does the behavior stop when peers are not paying attention to the student?

Obtaining Items/Activities

* Does the behavior give the student access to a preferred activity/situation?
* Does the behavior occur when the student is denied something or disciplined?
* Does the behavior stop after giving the student what they wanted or asked for?

Avoiding Adults

* Does the problem behavior occur more with one adult and not another?
* Does the student attempt to physically put space between you and him/her?

Avoiding Peers

* During conflict, do peers leave the student alone if she/he engages in the behavior?
* Do the problem behaviors stop when peers leave the student alone?

Avoiding Tasks/Activities

* Does the behavior typically occur and persist when you make a request?
* Does the problem behavior happen only in certain academic activities?
* Will the student stop the behavior if you stop making requests of them?
* Will the behavior stop at the end of an academic activity?
* Common avoiding behaviors included but are not limited to:
  + Saying they are “dumb”
  + Won’t try
  + Act fearful or panicky
  + Act helpless
  + Withdraw
  + Give up easily
  + Claim illness
  + Not work unless teacher is close
  + Often say, “I can’t do it”
  + Cry
  + Cling to adults
  + Be poor achievers

Behavior – behavior serves two purposes(1) to get something or (2) to avoid something. Rather than occurring in isolation, behavior is preceded by an antecedent (trigger) that sets off the behavior and is followed by a consequence, or a reaction to the behavior. Consequences for behavior can impact the future of the behavior (i.e., increase or decrease the behavior). Without data, as to why a student is exhibiting a behavior, it is conceivable for staff or AMP/Behavioral Teams to inadvertently reinforce or punish behavior while striving to do the opposite. Therefore, data collection is a critical component whenever you are trying to change behavior. Data enables you to objectively analyze what is happening and propose/modify interventions if necessary.