

SPECIFIC STRATEGIES TO DEAL WITH NON-COMPLIANCE

A RESOURCE TO GO WITH THE PRESENTATIONS BY CLAUDIA VINCENT & TARY TOBIN
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A number of specific positive strategies to deal with non-compliance are available. Variations on these have been developed for different grade levels and different types of students. One strategy that is used following a negative consequence for a problem behavior is designed to prevent chronic non-compliance, is *debriefing*. This activity should provide feedback and planning at a time somewhat later than the initial response to the offense (Sugai & Colvin, 1997). This is closely related to an *instructional approach* and to *pre-correction*. With an instructional approach, the teacher proactively provides lessons on compliant behavior using demonstrations, explanations, positive and negative examples, and role plays (Colvin & Sugai, 1988). *Behavior rehearsal* (Cartledge, 2005) or role plays, are opportunities to practice and to be positively reinforced for complying with behavioral expectations. Pre-correction is an instructional strategy that is used in situations where non-compliance is likely, but before the non-compliance occurs. With pre-correction, the teacher anticipates the need to prompt and remind the student of the expected behavior and the reasons for complying with the teacher's directions (Colvin, Sugai, & Patching, 1993). Students are more likely to be compliant when teachers *actively supervise* them and combine supervision with pre-correction (Colvin, Sugai, Good, & Lee 1997). *Check In Check Out* (CICO) is an intervention that prompts teachers to increase supervision and that, when initiated in the first semester of the school year, appears to improve compliance with behavioral expectations, especially for African American middle school students (Vincent & Tobin, 2011). CICO involves rating how well a student has succeeded in meeting his or her behavioral goals during a class period and providing feedback and encouragement (Crone, Hawken, & Horner, 2010). Walker and Walker (1991) include making an effort to establish a *friendly rapport* by speaking informally with students outside of class, for example, before or after school, or during the lunch break, as a means of preventing non-compliance in class.

Compliance also can be increased by using a sequence of commands that begin with several easy to follow directions that have a high probability of eliciting compliance (Belfiore, Basile, & Lee, 2008). In this way, *behavioral momentum* can lead to continued compliance when the directions become more difficult. It is recommended that *Interspersed requests* is a related strategy that increases the likelihood of compliance with difficult requests by presenting a mixture of easy and difficult requests, going back and forth between levels of difficulty, throughout the class (Cates, 2005). Non-compliance in the classroom can be reduced or prevented by matching the instructional demands and the *opportunities to respond* accurately to the students' ability levels (Gunter & Conroy, 1998). In addition to planning for ways to increase students' opportunities to respond accurately to instructional demands as a means of reducing non-compliance, Sutherland (2003) and Sutherland, Wehby, and Yoder (2002) recommend increasing the use of *praise* to improve both behavior and academic outcomes.

An important way to defuse the anger and aggression that often accompany disobedience is to calmly *offer choices* rather than to engage in the direct confrontations we know as "power struggles" (Colvin, 1999). Teachers who understand students with confrontational behavior know the cyclical nature of this "acting-out" behavior and which strategies are useful at which stages (Colvin, 2004). For example, the debriefing strategy should be not be used when disobedience is escalating and the student's behavior is out of control. Safety would be the

concern at the time. Debriefing is used later, when the student has calmed down (and they will) in order to prevent a re-occurrence. Environmental stressors and health issues may need to be taken into consideration and addressed before compliance with classroom expectations and academic success can be achieved (Copeland-Linder, Lambert, Chen, & Ialongao, 2011).

Cartledge, Sentelle, Loe, Lambert, and Reed (2001) described a combination of strategies used successfully to reduce noncompliant and disruptive behaviors in an inner city classroom serving African American students. With the help of “coaching” from a university team, the following interventions were implemented: (a) *positive behavioral expectations* and *social skills* were taught, (b) academic instruction was systematically structured to meet the students’ needs, (c) and proactive planning sessions were used to develop procedures for using positive and negative consequences to manage behavior.

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