



COLORADO
Department of Education

Compliance

Examine compliance and non-compliance Behaviors:

- 1.The nature of the student,
- 2.The nature of teachers and care-givers,
- 3.The effectiveness of child management methods, and
- 4.The student's environment and related stress.

The nature of the student

- “compliance scale” ranging from overly compliant on the left to oppositional and defiant on the right. In between these extremes are behaviors generally deemed acceptable including active compliance and self-advocacy.
- The “strong-willed child” is generally viewed as being noncompliant. This is important because many youth with learning disabilities (LD) and attention deficit disorder (AD/HD) are often described as being “strong-willed.”
- The second set include poor organization and time management skills, impulsivity, low self-esteem, sensitivity, and ineffective social skills. Oftentimes, these issues “mask” or camouflage as compliance or noncompliance. Other times, they have a tremendous effect on compliance.

The nature of the student

- A student sets out to complete a task requested by a teacher and either lacks the organization skills to complete the task or forgets critical steps along the way. How many times have we judged a student as being non-compliant when they were really dealing with the results of poor organization skills.
- Think about the way impulsivity “masks” as non-compliance. The impulsivity of the moment overrides the student’s true desire to be “rule-abiding.”
- The more we let students experience the consequences for their unintended non-compliance, the more likely they are to become overly compliant or truly oppositional and defiant.

The nature of the teachers and care-givers

- 1. How great is a teacher's need for control?** A “control freak” or “permissive” style of teaching affects a student's level of compliance.
- 2. What is a care-giver's primary leadership style?** Do they “lead from the front” or do they “provide encouragement from the sidelines?” How does each individual student respond to this leadership style and can leadership style be adapted to the needs of different personalities?
- 3. What are a teacher's management style and practices and how do they impact a student's compliance?** How effective is a teacher in management of the classroom and responding to the changing management needs as a child develops from infancy through adolescence?

The effectiveness of child management methods

- 1. Is the strategy working?** If not, include your student in a search for a new strategy.
- 2. Are you being consistent in the implementation of a strategy?** If not, then you are probably doing more harm than good.
- 3. Does the consequence “fit the crime?”** If not, then include your student in developing a list of inappropriate behavior / consequence and appropriate behavior / consequence matches.

CONSEQUENCE MATRIX

Developed by (Staff) _____ and (Student) _____ on (Date) _____

EXAMPLES:

Expectation			
<i>Positive Consequence: Expected behavior occurs</i>			
<i>Negative Consequence: Unexpected behavior occurs</i>			

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Team Member	Signature	Date
Student		
Parent/Guardian		
Administrator		
Counselor		
Teacher		

CONSEQUENCE MATRIX

Developed by (Staff) _____ and (Student) _____ on (Date) _____

EXAMPLES:

Expectation	Completing Work	Following Directions	Respect and Kindness with Peers
<i>Positive Consequence: Expected behavior occurs</i>	For every completed assignment, I can earn one extra minute of free time.	I can take pride and feel positively about my behavior. Staff will give stickers when I follow directions.	For each positive peer interaction, or when I successfully solve conflicts, I will receive a "High Five" from a staff member.
<i>Negative Consequence: Unexpected behavior occurs</i>	For each assignment that I do not complete, I will lose one minute of free time.	Each time I do not follow directions after two prompts, I will lose one minute of free time.	For each negative peer interaction, I will go to the office to see the principal or the school counselor. They will help me to problem-solve the situation. I will accept the consequences that they give.

Expectation	Keeping Property Safe	Calm Voice	Safe Hands
<i>Positive Consequence: Expected behavior occurs</i>	I stay safe in classes and spend time with peers.	If I use a calm voice to express myself, a staff member will make a positive phone call to my home.	For every hour that I do not throw items, I can earn one extra minute of free time.
<i>Negative Consequence: Unexpected behavior occurs</i>	If I break or damage property, I may receive a suspension or detention from administration.	If I use a loud and inappropriate voice to express myself, a staff member will send this information home.	I will have to spend one extra minute cleaning up the classroom for each item I throw. If the item I throw hits or hurts someone, I may receive a suspension or detention from administration.

BLANK FOR PARTICIPANT USE:

Expectation			
<i>Positive Consequence: Expected behavior occurs</i>			
<i>Negative Consequence: Unexpected behavior occurs</i>			

Team Member	Signature	Date
Student		
Parent/Guardian		
Administrator		
Counselor		
Teacher		

The effect of the student's environment and related stress

- Some students are incredibly affected by environment and stress - more so than the general population. Issues of distractibility, impulsivity, and a myriad of processing challenges contribute to this sensitivity.
- The “silver lining” in this cloud is that environments are fairly easy to manage, manipulate, or modify to meet individual needs.
- In the case of distractions, it is a matter of knowing which distraction influences a student's attention and managing those distractions.
- The “short list” of distraction includes:
 - auditory
 - Visual
 - Tactile
 - Temperature
 - hunger
 - emotional

The effect of the student's environment and related stress

- In the case of impulsivity, it is recognizing the primary “triggers” of impulsivity and techniques of redirection.
- In the case of processing challenges (visual, auditory, etc.) it is a matter of linking a strategy with the processing challenge.
- Two strategies are particularly effective in dealing with stress.
 - The first is teaching relaxation skills to counter the stress
 - The second is helping students prepare for transitions so as to reduce the stress level.

Things to think about

- Compliance Training can appear degrading and controlling. It's critical to be aware of this before getting started so you ensure to carefully implement the strategies we are going to talk about.
- **Before beginning Compliance Training, be very clear about why you want to teach compliance. Ensure that you are using this strategy for the child's benefit, not your own.**

Definition of Noncompliance:

There are four types of noncompliance (Walker et al., 2004)

1. **Passive noncompliance:** student simply does not to perform requested behavior but is not overtly noncompliant (simply ignores directive - not angry or hostile).
 2. **Simple refusal:** student acknowledge the direction but indicates via words or gestures that he/she does not intend to comply - not angry unless command persists or there are adult attempts to force the issues.
 3. **Direct defiance:** student displays hostility, anger, overt resistance and attempts to intimidate.
 4. **Negotiation:** student attempts to bargain, compromise; proposes alternative solutions.
- By addressing noncompliance at the early stage, teachers can prevent the escalation of more serious behaviors.

Why Compliance is Important?

- Even independent adults and children without disabilities encounter numerous opportunities to comply with directions from others every day. Consider the following situations:
 - Success in school depends on doing a large number of things the teacher asks
 - Playing team sports requires doing what the coach says
 - When driving through or walking past a construction zone, you must comply with the person directing traffic or other safety signs
 - Children need to follow rules when playing a game with peers
 - Keeping a job requires doing what your boss asks

Why Compliance is Important?

- Compliance is also necessary to maintain the safety of the child. A child who fails to comply with demands such as, “Stop” when a car is coming can find themselves in serious danger.
- When deciding to use Compliance Training, it should be with these ends in mind. Compliance Training should lead to improved quality of life and improved independence for the child.

Why Compliance is important?

- Avoid Compliance Training that solely benefits or makes things more convenient for an adult or caregiver.

Why Compliance is important?

- A child must comply with a prompt in order for the intervention to be effective. An inability to follow simple directions prevents progress in many important areas of development including communication, play and academic skills.

Compliance is important When

- When deciding whether Compliance Training is right for your learner, consider these examples:
 - Your learner is in danger because he's about to run into the street.
 - A caregiver is running late for work and they need their child to get dressed.
 - Your learner refuses to eat anything except M&Ms.
 - The teacher asks your learner to line up with the other kids to leave the classroom during a fire drill.

Compliance is less important When

- Your learner will eat only “white” food.
- After dinner, your learner refuses to take his plate to the kitchen when a caregiver asks.
- Your learner refuses to wear anything but his superman pajamas.

Remember, it is normal for any child to limit their cooperation at times. Decide when compliance is truly important, and when it’s not. Not only is it better for you to pick your battles, your learner should also be allowed to express himself.

SEL Social Emotional Learning



The Lost Child by Dr. Greene

“challenging behavior occurs when the Expectations being placed on a kid exceed the kid’s Capacity to respond Adaptively, and that some kids are lacking The Skills to handle Certain Demands and expectations”.



Why do some kids fail to respond to reinforcement systems and/or consequences?

- **The goal is to help kids solve those problems rather than trying to modify kids' behavior through application of rewards and punishments.**
- **When challenging behavior is set in motion by lagging skills then it's easy to understand why rewarding and punishing a kid may not make things better.**

Dr. Ross Greene

ALSUP

 Collaborative & Proactive Solutions
The Next Generation of Solving Problems Collaboratively

CHILD'S NAME _____ DATE _____

INSTRUCTIONS: The ALSUP is intended for use as a discussion guide rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

If a lagging skill applies, check it off and then (before moving on to the next lagging skill) identify the specific expectations the child is having difficulty meeting in association with that lagging skill (unsolved problems). A non-exhaustive list of sample unsolved problems is shown at the bottom of the page.

LAGGING SKILLS	UNSOLVED PROBLEMS
<input type="checkbox"/> Difficulty handling transitions, shifting from one mindset or task to another	
<input type="checkbox"/> Difficulty doing things in a logical sequence or prescribed order	
<input type="checkbox"/> Difficulty persisting on challenging or tedious tasks	
<input type="checkbox"/> Poor sense of time	
<input type="checkbox"/> Difficulty maintaining focus	
<input type="checkbox"/> Difficulty considering the likely outcomes or consequences of actions (impulsive)	
<input type="checkbox"/> Difficulty considering a range of solutions to a problem	
<input type="checkbox"/> Difficulty expressing concerns, needs, or thoughts in words	
<input type="checkbox"/> Difficulty managing emotional response to frustration so as to think rationally	
<input type="checkbox"/> Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	
<input type="checkbox"/> Difficulty seeing "grays"/concrete, literal, black & white, thinking	
<input type="checkbox"/> Difficulty deviating from rules, routine	
<input type="checkbox"/> Difficulty handling unpredictability, ambiguity, uncertainty, novelty	
<input type="checkbox"/> Difficulty shifting from original idea, plan, or solution	
<input type="checkbox"/> Difficulty taking into account situational factors that would suggest the need to adjust a plan of action	
<input type="checkbox"/> Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")	
<input type="checkbox"/> Difficulty attending to or accurately interpreting social cues/poor perception of social nuances	
<input type="checkbox"/> Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills	
<input type="checkbox"/> Difficulty seeking attention in appropriate ways	
<input type="checkbox"/> Difficulty appreciating how his/her behavior is affecting others	
<input type="checkbox"/> Difficulty empathizing with others, appreciating another person's perspective or point of view	
<input type="checkbox"/> Difficulty appreciating how s/he is coming across or being perceived by others	
<input type="checkbox"/> Sensory/motor difficulties	

UNSOLVED PROBLEMS GUIDE:

Unsolved problems are the specific expectations a child is having difficulty meeting. Unsolved problems should be free of maladaptive behavior, free of adult theories and explanations; "split" (not "clumped"); and specific.

HOME EXAMPLES

- Difficulty getting out of bed in the morning in time to get to school
- Difficulty getting started on or completing homework (specify assignment)
- Difficulty ending the video game to get ready for bed at night
- Difficulty coming indoors for dinner when playing outside
- Difficulty agreeing with brother about what TV show to watch after school
- Difficulty with the feelings of seams in socks

SCHOOL EXAMPLES

- Difficulty moving from choice time to math
- Difficulty sitting next to Kyle during circle time
- Difficulty raising hand during social studies discussions
- Difficulty getting started on project on tectonic plates in geography
- Difficulty standing in line for lunch

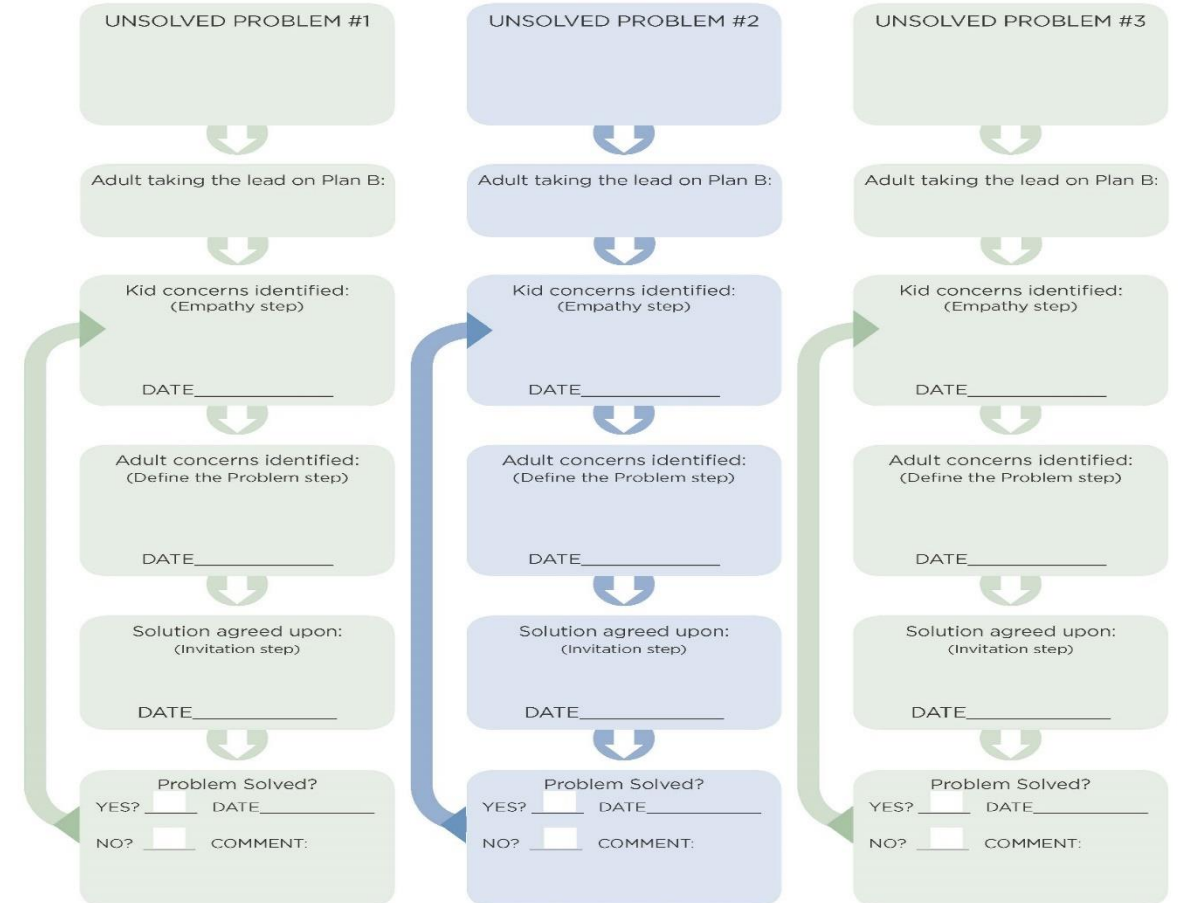
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PROBLEM SOLVING PLAN

 Collaborative & Proactive Solutions
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME _____ DATE _____



PLV 06/17

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Transactional Analysis-method of understanding interpersonal communication; ego states

- 3 Voices:
- Child
 - Vulnerability, Powerlessness
- Parent
 - Authoritative
- Adult
 - Negotiate, Problem Solving

<https://www.edutopia.org/video/power-relationships-schools>



Lost at School, Ross Greene

<https://www.livesinthebalance.org/>



- Plan A ~ Traditional (Authoritative) Relationships:
 - Imposing your will
 - Based on Adult Theories (Uniformed)
 - Increase challenging behaviors
 - Authority

- Plan B ~ Collaborative Relationships:
 - 1. Empathy
 - 2. Define Adult Concerns
 - 3. Invitation



Relate

- The best way not repeat history is to purposefully and effortfully build a positive relationship with this student. Separate the student from their behavior. Work on making sure they know you are on their side and they belong in your classroom.

Active listening

- Is a great way to build relationship. When you are debriefing with a student or trying to understand what upset them, listen to what they say and rephrase it back to them. Checking to make sure you understand their concerns and feelings is an incredible tool. It keeps that relationship positive and often you get great information from them.

Pre-Selected Consequences

- Having a pre-determined idea of how you are going to handle it non-compliance. When a student becomes oppositional, it can be easy to react in some less than rational ways.
- For students with frequent defiant behavior, develop consequences with the student. Typically they will follow the classroom consequences, but the process of discussing and writing them down can be a powerful intervention.
- Showing the cause and effect of noncompliance and discuss with the student what supports they might need and what ones don't work well for them.

Calm Down Area

- Often when students are defiant, they are also not in great control of their emotions or actions. It can be helpful to give them time and space to reset. Consider having a [calm down area](#) in your classroom with clear procedures.

Teach How to Disagree and Ask for Help

- Students aren't usually defiant just because they feel like it. Often they lack the skills to verbalize how they feel, ask for help, or ask for another option.
- In one classroom, a teacher had a visual Velcro-ed to all the students' desks. One side was green and the other was red. When a student needed help, they flipped the card over to the red side. This was a simple, nonverbal way to ask for help.
- Just as with academics, students need to be taught many of the social emotional skills we think come naturally. Spend time as a class practicing [how to respectfully disagree](#). These steps can be practiced and used in moments of noncompliance.

Reflection

- Reflection should occur after a student is defiant, and it should be done by both the student and the teacher. As a teacher, you can think about how the situation could have gone differently. Did you stick to your pre-determined consequences? Does the student seem to be missing some skills, like asking for help?
- Students can complete [reflection sheets](#). These shouldn't be punitive and should be paired with an adult discussion.

I-centered language

- Is useful to prevent a situation from escalating. Keep your language focused on what you need from the student and why, rather than on what you want them to stop doing.

Waterfall Compliance

- Start with a simple request that has a high probability of compliance. Follow up with another one of those high probability requests. Maybe even another. Then you give the request that has a low probability of compliance.
- Try 2-5 high probability requests followed by a low probability request.
 - High > High > High > Low.
- Students are much more likely to comply when they are on a compliance streak. Once they have complied on a number of requests in a row, they are going over that waterfall.
- *** Only a good strategy when the student is capable of doing the tasks.**

Do, Not Don't Statements

- Phrase your language positively and clearly. Avoid telling the student what they should stop doing and instead tell them what they should be doing. Break it down into simple, easy to complete steps.

Praise + Criticism

- Students with a history of defiance are used to receiving negative feedback. Try pairing redirection or corrections with some sort of praise.

Breathe

- When a student is defiant, it can feel disrespectful and stressful. We might not always be our best selves in that situation. Give yourself time to formulate an effective response by taking a deep breath.
- This has a lot of purposes. It gives you a minute to compose yourself. It lets you bring your emotions back in line. And it models for the student how to handle a negative situation.

Limited Choice

- Give the student some choice to make it easier to comply. It is fine if it is a less preferable option. It can also be between two preferred activities.

Save Face

- Provide the student with an opportunity to save face. Often students who are inclined to be defiant will dig their heels in when met with a demand. Give them an out within your request.

Provide Reasons For Compliance

- By giving a reason for compliance in your request, you allow the student to show that they are complying for that reason and not just because you asked.

SEL Gaps

- Cognitive Gap
- Knowledge
- Teaching Missing Skills

Performance GAP

- Implementation
- Skill Mastery

Approximations

- Bridges the Gap

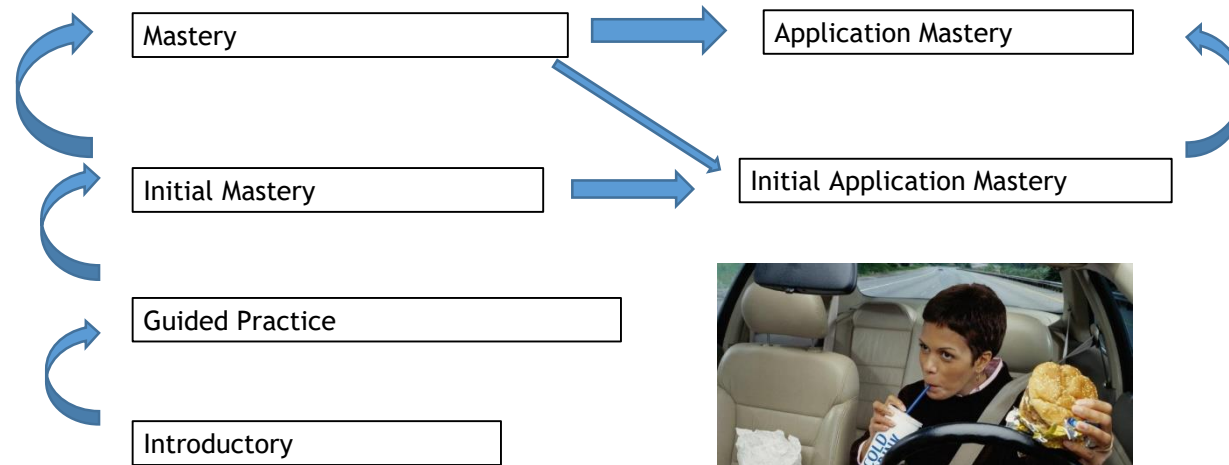
Emotional Gap

- Living in a place of Fear
- Stress or High Emotion Impact ability to make use of skill

https://www.google.com/search?q=Backwards+Bicicle&rlz=1C1GCEU_enUS821US821&oq=Backwards+Bicicle&aqs=chrome..69i57j0l5.13141j1j7&sourceid=chrome&ie=UTF-8



Mastery Level Of Learning



ABA Approach

Pairing

- Associate yourself with “all good things” for the student.
- Control the reinforcers and deliver them to the student (NO demands!!!)
- Develop a positive, fun relationship with your student
- The learner sees you as someone fun and exciting to have around (Giver of all good things)

Pairing

- Allows you to work with the student in a positive way (Establishes relationship and rapport)
- Students are more willing to work for someone they like

Pairing

- Anticipate their needs and be ready
- Make sure to give them items *they* want
- Interact with them during play/downtime
- Do lots of things the student wants to do

Pairing

- Who should pair?
 - Everyone who will be in contact with the learner
 - Teacher
 - EA
 - Office staff
 - Kitchen Staff
 - Building staff
 - Other teachers
 - Students



How to Teach Compliance

- The essence of Compliance Training with ABA is reinforcing cooperative behavior. It's quite simple yet can lead to significant benefits for the child.
 1. Identify potential reinforcers
 2. Determine what the child is likely to do when asked
 3. Make a list of other behaviors that are well within the child's abilities but which the child is gradually less likely to comply with
 4. Reinforce compliance
 5. Gradually make the demands less and less preferred until the child frequently complies with important requests

Compliance Training always follows the same sequence:

- Discriminative stimulus (SD) -> Compliance or Noncompliance-
> Reinforcement or No Reinforcement

Avoid Punishment

- During compliance training avoid the use of punishment for noncompliance. Simply help the child associate doing what she's asked to do with getting things she likes.

Finding an Effective Reinforcer

- If you're unsure about the quality of the reinforcer, look for a new one by performing a preference assessment.

Free-operant:

- For a free-operant preference assessment, you will let the child move freely about the room and watch to see what she is interested in. Often, you will choose to use free-operant because you want to quickly see what the child is interested in at that moment.

Multiple Stimuli With Replacement (MSWR):

- Place an array of items in front of the child for him to choose from. When he selects an item, he should be allowed to play with the item for a short period of time.
- You then represent the array in a different sequence with the item initially chosen back in the array. This assessment tells you how strong a reinforcer might be based on the number of times the child chooses that same item.
- If a child chooses the same item each time you present the array, you know that item is motivating to the child.

Multiple Stimuli Without Replacement (MSWO):

- Using a multiple stimuli without replacement provides you with a hierarchy of potential reinforcers. You present an array of potential reinforcers and ask the child to choose one. Once the child makes a choice, allow him a short period of time with the item. At the end of that time, represent the array without the initially selected item. By not including the first item, you build a hierarchy of potential reinforcers. Keep in mind that this hierarchy is only true for this moment in time and will not necessarily always be the case for the child.

Forced Choice (or Paired Choice):

- For a forced choice preference assessment, take two items known to have been effective reinforcers in the past for the child and present only those two items. This is a “quick and dirty” preference assessment that is useful when you want to move very quickly between tasks. It provides no hierarchy, but will give you a quick snapshot of what the child is interested in.

When to Practice Compliance Training

- Incorporate it throughout your time with the child. Build practice into a variety of activities. Make it fun and informal.
- Example:
 - The child is having a quick snack. You conduct a quick forced choice assessment and determine that he's really interested in the corn chips you have in your bag. You give him one corn chip for "free" to see how motivated he might be. When he reaches for the bag in your hand for another, you say "clap your hands!" When he claps his hands, you immediately say "great clapping!" and hand over a chip. You repeat this practice through multiple different simple tasks.

Give Effective Commands Strategies (Walker et al., 2004)

- Only give as many commands as needed (decreased compliance occurs with increases in the number of commands given)
- Obtain student attention and eye contact
- Use more “initiating: (or “start”) commands versus “terminating (or “stop”) commands
- Deliver one directive or command at a time - for tasks with multiple steps, give a separate command for each step
- Use clear, concise, and specific language

Literature to support the use of effective commands (Neef et al., 1983; Walker, 1995; Walker, et al., 2004; Walker & Walker, 1991)

Give Effective Commands Strategies (Walker et al., 2004)

- Allow time for student to comply
- Only give the command two times - if not followed after second time, provide consequence for noncompliance
- Give direction from a distance of three feet.
- Use a matter-of-fact and non-emotional tone of voice (do not yell, plead or threaten)
- Reinforce compliance!

Literature to support the use of effective commands (Neef et al., 1983; Walker, 1995; Walker, et al., 2004; Walker & Walker, 1991)

Precision Requests

A method for delivering directions to prompt compliance and consistently follow up noncompliance (Jenson & Reavis, 1997).

- Steps (Jenson, & Reavis, 1997)
- 1) 1st request for compliance using “Please” and characteristics of effective commands
- 2) Wait 5 seconds - if there is compliance: REINFORCE!
- 3) Noncompliance: Repeat request using signal words: “You need to ...”
- 4) Compliance: REINFORCE!
- 5) Noncompliance: mild preplanned negative consequence (e.g., loss of opportunity to earn token for that time period)

Evidence: DeMartini-Scully et al., 2000; Kehle et al., 2000; Mackay et al., 2001; Musser et al., 2001; Neville & Jenson, 1984 Note: Consider using Precision Requests in combination with other strategies as part of a multicomponent intervention (e.g., Kehle et al., 2000)

Offer Choices

- Offering a student two or more options and allowing student to independently select an options
- Choice can provide students an opportunity to have control over their environments
- Choice can be used to encourage and support appropriate behaviors and academic growth in a variety of ways for students.

Offer Choices

- Choice of routine activity and steps within activity (Dibley & Lim, 1999)
- Choice of academic task (Dunlap et al., 1994)
- Choice of task sequence (Jolivette et al., 2001)
- Choice of task and reinforcement for students (Cosden et al., 1995)

High Probability Request Sequence (HPRS)

- The presentation of a series of directions that a student is likely to perform (high-p command) delivered immediately before a request that a student is less likely to perform (low-p command)
- “High-p” teacher commands = 80% or better compliance
- “Low-p” teacher commands = 40-50% or less
- Using a series of high-p requests to build behavioral momentum in order to increase the probability of compliance with the low-p request
- The high probability request sequence establishes a learning history

High Probability Request Sequence (HPRS)

- Steps (Davis, 1995)
 - 1) Deliver a series of three to five high-p commands at a rapid pace
 - 2) Provide praise for each performance of the high-p command
 - 3) Deliver a low-p command
 - 4) Provide praise for the performance of the low-p request
- Example: A teacher can ask a student to give me five, touch your nose, clap your hands (high-p commands) just before directing the student to get out her textbook (low-p command).
- Evidence: Demonstrated effectiveness across academic settings (inclusion and special education classrooms) and across different disabilities, including students with severe disabilities as well as young children without disabilities (e.g., Lee, 2005; Davis et al., 1993; Davis & Brady, 1994; Davis & Reichle, 1996; Jung et al., 2008; Wehby & Hollahan, 2000).

Teaching Compliance Using Discrete Trials



- **Intervention: Reinforce compliance and ignore noncompliance.**

Advantages

- Reduction of problem behaviors can be maintained over time if reinforcers are used intermittently.
- This is proactive, positive programming that is based on construction of new skills.
- Compliance can be generalized across settings and people.
- This provides a situation in which the student knows reinforcement is available.

Cautions

- The reduction of problem behaviors is limited by how quickly alternative behaviors are learned.
- Reinforcements are to be faded, but they must be maintained long enough for targeted behaviors to not reappear.
- The effectiveness depends on several factors each day: mood of the student, setting events, and the student's current desire for the reinforcer.

Begin Getting Compliance

- Reinforcers that will motivate the student to comply with requests should be identified.
- This strategy should begin with daily compliance trials.
- A certain number of daily requests that the student has a high probability of complying with should be made. Initially, these trials should be presented at the same time and in the same place each day.
- Each time the student complies, reinforce.
- Easy requests should get 100% compliance before more difficult or problem areas are addressed

Purpose of Trials

- One purpose of the trials is to establish reinforcement for compliance.
- Another purpose of trials is to practice a compliant response pattern.

Competing Behaviors

- The minor compulsions are brought into the daily compliance trials by adding 10% each time 100% compliance has been achieved.
- Behaviors that interfere with learning are determined and then brought under stimulus control for instruction.

Parts of a Trial

- Discriminative stimulus (Sd) is what happens to make a response most likely to occur. It signals to a student that the reinforcement is available. In this case, it is the command.
- The response is what a student does after the Sd. Not doing anything or doing something incorrect is still a response.
- Reinforcement is what happens to make the response more likely to occur again. It increases the likelihood of reoccurrences of the behavior.

Compliance Trial Stages

- Step 1: Independent Stage. Give a command to attend if needed
- Step 2. Give Discriminative stimulus (Sd)
- Step 3. Wait 3-5 seconds for response
- Reinforce if correct response,
- Return to step one or two, give new Sd

Or Do nothing or shake head “no”

- if incorrect or no response, go to Step 4.
- Step 4 Modeled Stage: Give same Sd as before while modeling the correct response
- Step 5: Wait 3-5 seconds for response Reinforce if correct response, return to step one or two, give new Sd

Or Do nothing or shake head “no”

- if incorrect or no response, go to Step 6
- Step 6: Assisted Stage. Give same Sd as before while motoring student through the correct response
- Step 7. Reinforce and return to step one or two

Tips and Hints

- Generally, it is best to return to the independent stage after the student has complied to the directive and has been given reinforcement at any level.
- Sometimes, you may want to provide more modeled or assisted trials consecutively when you are teaching a new skill so that the student has frequent reinforcement.
- Behavioral momentum may be used to increase compliance to a directive that the student is able to follow but seems to have chosen not to. Do this by providing several easy trials in rapid succession until the student is responding. These should be commands the student understands and usually follows.
- Then add in the command the student refused. Remember, compliance is a skill that often requires direct instruction.

Generalization

- Begin to conduct trials in different locations at different times of the day
- Change the wording of the command slightly
- Have a different person issue the command
- Conduct compliance trials with small groups

The Premack Principle

- If high-probability behaviors (more desirable behaviors) are made contingent upon lower-probability behaviors (less desirable behaviors), then the lower-probability behaviors are more likely to occur.

Why is First/Then Important?

- In order for toilet training to be successful, the child must understand that “first I pee in the toilet, then I get a reward”.
- This applies to early learners who are just beginning to explore their world and learn that interactions with adults get them good things.
- It also applies to older children who may not have strong compliance but need it in order to be successful in the classroom.

How to Teach Compliance

- From the first meeting with an early learner, we begin working on compliance and teaching the first/then concept.
- Requesting is a great place to start. Teach the student that “first I _____ (exchange a picture; say a word; make a sign), then I get _____ (toy; chips; juice).”
- Another form of requesting is to teach the student to give the adult an item as a “request” for help. I might spin a top and then when it stops, wait for the child to pick it up and hand it to me as a request to spin again. The child begins to learn, “first I ask adults for things, then I get what I want.”

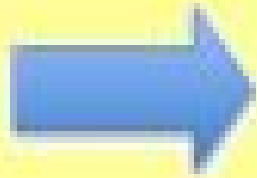
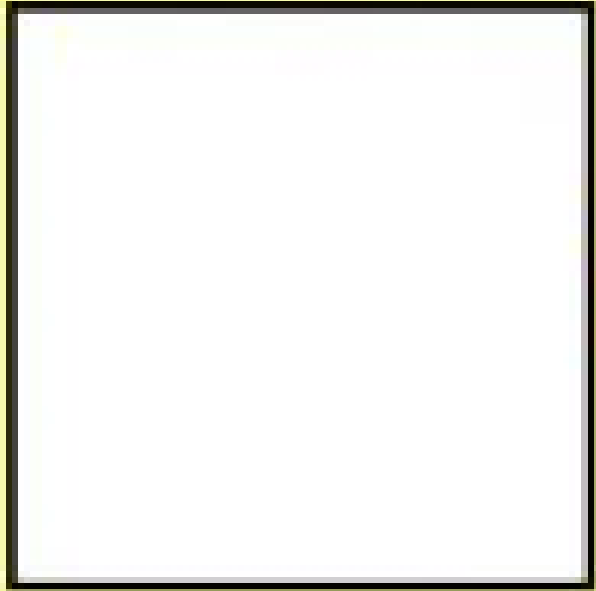
Be as Errorless as Possible

- Errorless teaching allows for the learner to solidify the concept of first/then because we are not allowing anything to happen in between the demand and response.
- So if I say “come here” and the student doesn’t respond within 3 seconds, I will go over and physically prompt the response (and reinforce at first). So even if the child isn’t coming on his own, he is beginning to learn the “first I follow instructions, then I get something good”.

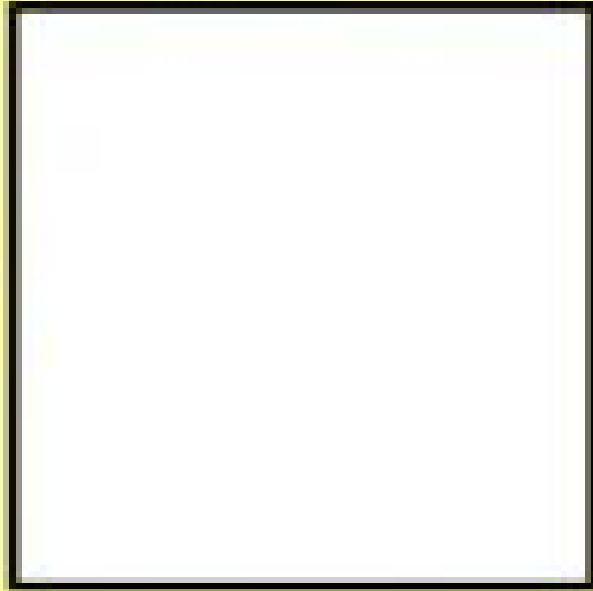
Use Visuals

- Often, putting instructions into visual format helps increase compliance tremendously.
- While you're giving an instruction like “first clean up, then you can have snack”, put it into a clear and easy first/then board.
- This visual schedule can include steps that are as broken down as necessary and for any tasks.

FIRST



THEN



Be Consistent

- A demand or request (SD) from a parent or Teacher is a powerful thing. We want to teach our students that when we talk, we mean business. When we give instructions, it also signifies that good things become available when they comply.
- In order for this to be true, we must be consistent! If you're going to give an instruction, be prepared to follow through. When they hear instructions repeated multiple times, they begin to tune out those instructions and not attend to them.



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