

Noncompliance and Defiance

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Most children:

(Dalrymple, 1995)

- Conform to the standards and images adults set for them because they follow the usual developmental sequences.
- Want to please those that are important to them
- Cooperate more with adults who reason with them
- Model their behavior from the people they love, admire, and see rewarded

Most children: (cont.)

(Dalrymple, 1995)

- Learn to understand others through empathy, perception of social cues, role-taking, and communication
- Develop autonomy through successful experiences
- Develop embarrassment, shame, and guilt when they fail to be like others

“Typical” Rewards and Motivations (Jensen, 1998)

- Long-term
 - Better grades
 - Pleasing others
 - Graduation
 - Future employment
- Short-term
 - Choices
 - Privileges
 - Getting out on time or early
 - Point sheets

Students with a variety of disabilities may have difficulty conforming to the standards and images adults set for them, and may have difficulty cooperating with, and learning from, others.

(Dalrymple, 1995)

Factors Which May De-Motivate (Jensen, 1998)

- Past associations
- Unsuitable learning styles
- Lack of resources
- Language barriers
- Cultural taboos
- Fear of embarrassment/fear of failure
- Lack of respect
- Lack of feedback

Factors Which May De-Motivate (Jensen, 1998)

- Poor nutrition, sleep, etc... (basic needs are not met)
- Prejudice
- Perceptual/environmental factors
 - Poor lighting
 - Bad seating
 - Wrong temperature
- Relationship with the future
 - Presence of clear, well-defined goals
 - Beliefs about the content, and context, of learning

Additional Reasons Some Children Struggle to Achieve Success

- Pace of change
- Processing capabilities
 - Auditory
 - Visual
 - Integration
 - Processing speed
- Executive functions/Working memory

When the child does not conform to the standards set for them by adults we tend to see them as being oppositional, noncompliant, defiant, resistant, etc...

- Noncompliant behavior, such as refusal to follow directions, insubordination, defiance, and oppositional behavior can cause serious disruption to the teaching-learning process in the classroom. (Colvin, 2009)

Questions We Can Ask About the Noncompliant Behavior

(Colvin, 2009)

- Setting Events
 - Has the student experienced setbacks with demand before?
 - What basis is there to know if the student can perform the ask satisfactorily?
 - Have there been previous attempts to address the noncompliance?
 - Are there nonclassroom-based risk factors?
 - (What skill deficits may underlie difficulty with complying with demand?)
 - (What have the student's prior relationships with adults/teachers been like around the noncompliant behavior?)
- Immediate Triggers
 - What is the task or demand required?
 - What words are used by the staff in presenting the demand?
 - What are the prerequisite skills for the task?
 - Has the student been on task prior to this demand situation?

Questions We Can Ask About the Noncompliant Behavior

(Colvin, 2009)

- Problem Behavior
 - What does the student do to noncomply?
 - What language do the student use when noncomplying?
 - How does the student avoid the demand or task?
 - How does the student escape the demand or task?
 - How does the student not fulfill the task to a reasonable standard?
 - What do the other students do in this context that is acceptable?

Questions We Can Ask About the Noncompliant Behavior

(Colvin, 2009)

- Effects of Problem Behavior
 - What changes occur in the setting when the noncompliance occurs?
 - What does the teacher do immediately following the noncompliance?
 - What does the teacher say following noncompliance?
 - What consequences are delivered?
 - Are other adults brought into the picture?
 - Does instruction or the activity stop?
 - (Is the noncompliant behavior successful at interrupting the demand?)
 - (What is the relationship between staff and student like around the noncompliance?)

Responses/Interventions (Colvin, 2009)

- Setting Events:
 - Academic assessment and instructional decision making
 - (Skills training): anger management, conflict resolution, social skills, self-management skills
 - Curriculum intervention
 - Instructional delivery
 - Individual behavior instruction plan
 - Parent involvement
 - Teacher student relationship

Responses/Interventions (Colvin, 2009)

- Immediate Triggers

- Tier 1

- Active supervision
- Behavioral momentum
- Defusing techniques
- Pacing
- Prompting
- Opportunities to respond
- (Antiseptic bouncing)
- (Monitoring sheet)
- (Peer mediation)

- Immediate Triggers

- Tier 2

- Behavior rehearsal
- Context modification
- Fading
- Minimizing errors
- Precorrection
- Task interspersal
- Stimulus control
- (Antiseptic bouncing)
- (Hurdle helping)
- (Interest boosting)

Responses/Interventions (Colvin, 2009)

- Focus on academic success
- Behavioral contracts
- Reinforcement
- Shaping
- Token Economies

Responses/Interventions (Colvin, 2009)

- Tier 1
 - Maintain the flow of instruction
 - Delayed responding
 - Extinction
 - Redirection prompts
 - Rule restatement
- Tier 2
 - Part A: establishing limits of behavior
 - Part B: conducting a debriefing session

Resource

- Managing Noncompliance and Defiance in the Classroom: A Road Map for Teachers, Specialists, and Behavior Support Teams; Colvin