



## Questions for Discussion

1. What steps have been taken on a school-wide basis to establish cooperation or compliance as an essential behavioral expectation?
2. What steps have been taken to establish cooperation as an essential classroom expectation?
3. What measures are taken to acknowledge or reinforce cooperation when it occurs?
4. When I present a request to students, do I reflect on whether I have secured their attention, given sufficient information for the request to be understood and allowed enough time for the students to process the request?
5. What is my response when I give a student a request and he or she looks me right in the face and says, "Make me?"
6. How do I respond to a student who is asked to come to me and he or she walks the other way?
7. What do I do when I ask the class to put their materials away and one girl keeps working with the materials?
8. How do I handle a situation where I ask the class to sit down and some cooperate and others do not?
9. How do I respond to a student who has been asked to do a page of writing and the student writes sideways covering half a page?
10. What is my response to a student who says he cannot do the work and sits there doing nothing and I know from previous work that the student can do the task?



## Module 1: Introduction

School discipline has consistently ranked in Gallup Polls of parents and teachers as one of the leading problems facing public schools. On further analysis, noncompliance – along with disrespect – has been identified as the leading problem teachers face in the classroom on a day-to-day basis.

The main point is that non-compliance results when a request presented by the teacher is not fulfilled satisfactorily by the student.

Teachers consider non-compliance to be a concern because it:

- occurs frequently
- disrupts the teaching-learning process
- can readily escalate to serious disruptive and sometimes unsafe behavior
- is a common concern for parents
- is a predictor for students dropping out of school
- leads to teacher burn-out

The purpose of this professional development video program is to provide teachers with:

- an *understanding* of non-compliance
- a basic *strategy* for establishing compliance or cooperation and for correcting non-compliance
- *illustrations* of non-compliance in a range of situations that teachers typically address
- *video vignettes* that illustrate what non-compliance is and how it can be corrected

### Examples of non-compliance



*Defiance*



*Resistance to directions*



*Insubordination*



*Oppositional behavior*

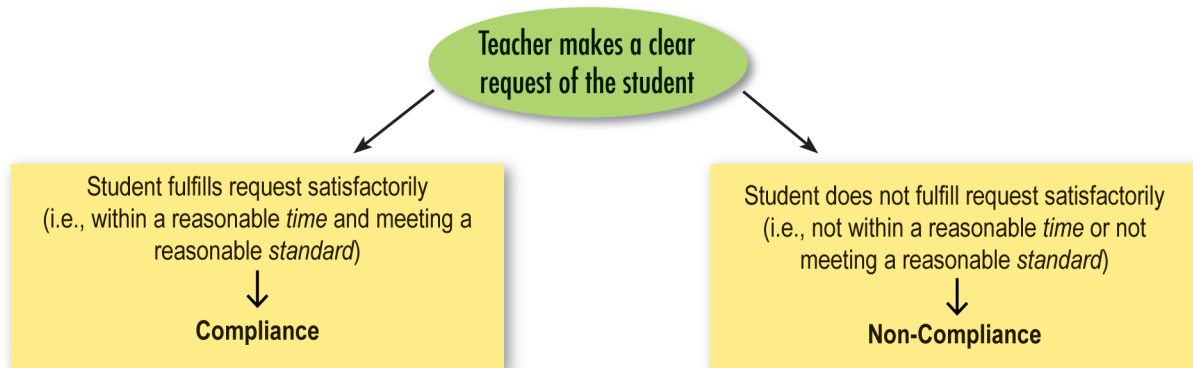
### Why would a student be non-compliant?

- To get his/her own way
- To avoid doing something s/he doesn't want to do
- To engage in a power struggle with the teacher

If the situation results in a power struggle, the student also gets attention and the original task is often forgotten. Both results serve to reinforce non-compliance.



**Compliance and non-compliance can be defined in the following terms:**



## Manifestations of Non-Compliance

Students may display non-compliance in a number of ways from very direct, overt refusal to the more subtle forms of not fulfilling a request satisfactorily.

- Direct forms of non-compliance include refusal statements such as, "No," "Make me," or "You can't make me do nothing!" with accompanying body language or posturing that communicates the student is not going to comply.
- In more subtle forms of noncompliance, the student may not complete the request satisfactorily. That is, the student may complete the request partially but not to the required criteria.

The main point is that non-compliance results when a request presented by the teacher is not fulfilled satisfactory by the student.

## Effective handling of non-compliance will

- Establish compliance
- Correct non-compliance
- Maintain the flow of instruction (Most important!)

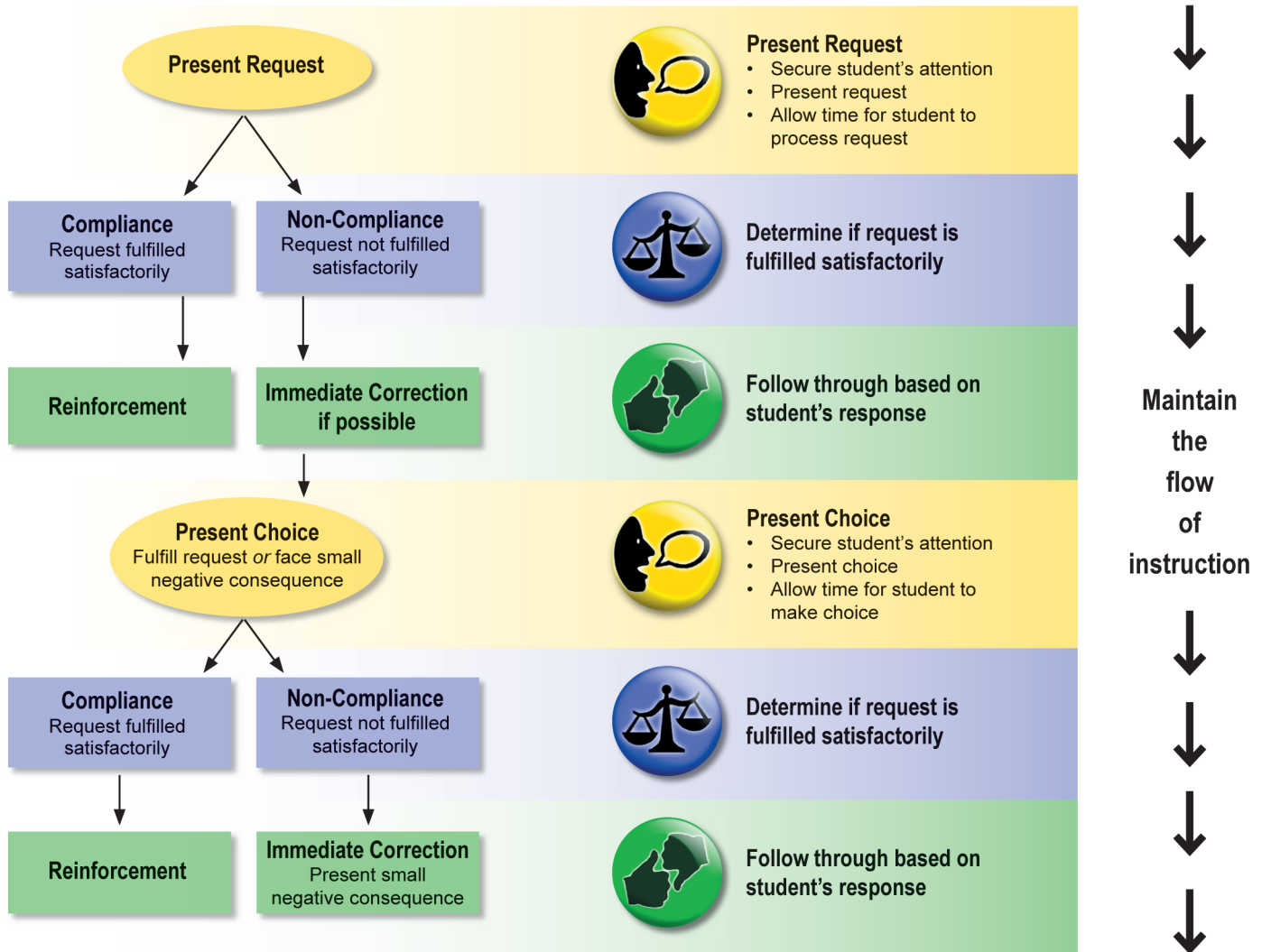
It's important to establish cooperation as a classroom behavior expectation. In managing non-compliance in grades K-12, it's not the strategy that varies across age groups, but only the way information is communicated to students.



# Managing Non-Compliance

Effective Strategies for K-12 Teachers

## Module 2: Teachers' Basic Strategy



### Adopting this strategy allows a teacher to

- Address non-compliance
- Minimize the attention given to the non-compliant student
- Avoid a power struggle with the non-compliant student
- Maintain the flow of instruction for the whole class

### Maintaining the Flow of Instruction

Teachers deal with both compliance and non-compliance in the context of instruction or some class activity. Throughout the video you'll notice that there is a concerted effort to maintain the flow of instruction. It is most important for the teacher to communicate to the students that non-compliance receives as little attention as possible and that the primary focus for the teacher and class is on instruction.



# Managing Non-Compliance

Effective Strategies for K-12 Teachers

## Module 3: Examples of Non-Compliance



Regardless of the type of non-compliance, it is important to maintain the flow of instruction while addressing non-compliance by following the three basic steps presented earlier, that is:

1. Present a choice: to fulfill the original request or face a small negative consequence
2. Allow time for the student to process the request
3. Follow through based on the student's response

Put the responsibility on the non-compliant student, then proceed with business as usual.

The video showed several examples of non-compliance, including defiance and resistance. Here are two other examples from the video:

### Delayed Follow-Through

If circumstances prevent you from attending to the non-compliant student immediately, it is important to:

- Take care of the class first
- Determine that the student is safe and accounted for
- Follow through at the first opportunity by
  - Engaging the class with a task
  - Debriefing with the non-compliant student
  - Delivering appropriate consequences
  - Providing a strong focus for the student to cooperate at the next opportunity
  - Resuming class activities



### Difficult Transitions

Transitions can be difficult. Be sensitive to the fact that students often have a hard time disengaging from a preferred activity and beginning a less preferred activity. Ease this transition by allowing sufficient time for the transition.







# Managing Non-Compliance

Effective Strategies for K-12 Teachers

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## Additional Resources

### Video Programs

**Managing Middle School Classrooms: Behavior Expectations.**

IRIS Educational Media. (2008). Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com)).

**Systematic Supervision for High School: A Positive Way to Monitor Common Areas.**

Smith, S., & Sprague, J. (2006). Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com)).

**Systematic Supervision for Middle School: A Positive Way to Monitor Common Areas.**

Smith, S., & Sprague, J. (2006). Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com))

**Systematic Supervision for Elementary School: Creating a Safe and Positive Playground.**

Smith, S., & Sprague, J. (2004). Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com)).

**The FAST Method: Reducing Problem Behaviors in the Classroom: Grades 7-12.**

Sheehan, M. (2004). Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com))

**Defusing Anger and Aggression: Safe Strategies for Secondary School Educators.**

Colvin, G. (1999). Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com))

### Publications

**Seven Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams.**

Colvin, G. (2007). Thousand Oaks, CA: Corwin Press. Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com)).

**Managing the Cycle of Acting-Out Behavior in the Classroom.**

Colvin, G. (2004). Eugene, OR: Behavior Associates. Available from IRIS Educational Media ([www.irisEd.com](http://www.irisEd.com)).

**The Evolution of Discipline Practices: School-Wide Positive Behavior Support.**

Sugai, G., & Horner, R.H. (2002). Child and Family Behavior Therapy, 24 (1-2) 23-50.

**Behavior Intervention Planning: Using the Functional Behavioral Assessment Data.**

Scott, T. M., Liaupsin, C. J. & Nelson, C. M. (2001). Longmont, CO:Sopris West. Available from Sopris West ([www.sopriswest.com](http://www.sopriswest.com)).

**Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools.**

Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., III, Wickham, D., Reuf, M., & Wilcox, B. (2000). Journal of Positive Behavioral Interventions, 2, 131-143.

For a full array of information, resources and programs related to promoting schoolwide, classroom and individual student behavior support contact Positive Behavioral and Intervention Supports (PBIS) at [www.pbis.org](http://www.pbis.org).



## Module 4: Summary

Non-compliance has been identified in surveys as one of the top troublesome behaviors that teachers deal with on a day-to-day basis. This behavior can easily disrupt the teaching-learning process. The procedures presented in this program emphasize the need to maintain the flow of instruction, minimize attention given to non-compliance and place responsibility with the student to either fulfill the request or face a small negative consequence.

Let's review the main features for establishing compliance and addressing non-compliance.

Remember that it is essential to **maintain the flow of instruction for the class** throughout the process.

### 1. Make a clear request

- Secure the student's attention in a respectful manner
- Clearly specify the request
- Allow the student time to process the request

### 2. Determine whether the student has fulfilled the request satisfactorily

### 3. Follow through based on the student's response

- If the student is compliant, reinforce immediately
- If the student is non-compliant, correct immediately
  - Present the student with a choice: to fulfill the original request or face a small negative consequence
  - Allow time for the student to process the choice
  - Follow through based on the student's choice

If you follow these procedures consistently in your classroom, you will experience less disruption from non-compliant behavior and will be better able to maintain the flow of instruction.