

Strategies for Managing Non-Compliance at School and Home

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Strategies for Managing Non-Compliance at Home and School

What does Non-Compliance look like in children?

What factors contribute to Non-Compliance?

How can we effectively manage Non-Compliance at home and school?

What does Non-Compliance look like in children?

Non-Compliance can take many different forms including:

Ignoring instructions	Verbal opposition/resistance
Withdrawal	
Aggression	Absconding
Self-harm	
Meltdown	Physical resistance

What do Non-Compliance and Work



What do Non-Compliance and Work Refusal look like in children?



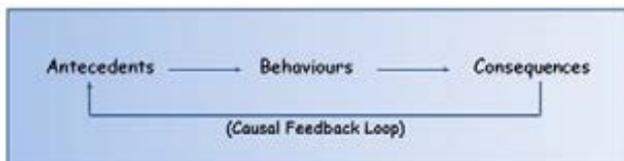
What factors contribute to Non-Compliance and Work Refusal?

Non-Compliance can be impacted by personal and environmental factors including:

- learning difficulties
- lack of interest/motivation
- anxiety
- poor understanding of instructions
- sensory sensitivities and/or overload
- low self-confidence
- poor fine motor skills
- developmental disabilities

What factors contribute to Non-Compliance and Work Refusal?

How do we make sense of behaviour?



What factors contribute to Non-Compliance and Work Refusal?

Antecedent =
a preceding event, condition or cause that occurs in a given situation.

Consequence =
the event or situation occurring as a result of a behaviour.

What factors contribute to Non-Compliance and Work Refusal?

For example.....

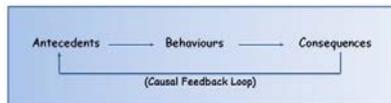
- When Jack is given tasks that are difficult for him (antecedent)
- he is likely to shove things off his table
- which results in him being sent to the Principal's office and escape the tasks
- and increases the likelihood he'll shove things off his table again.



What factors contribute to Non-Compliance and Work Refusal?

To identify triggers, we first need to clearly define the behaviour we are wanting to measure.

Then we can record what happens before and after the target behaviour occurs, to determine the trigger for the behaviour.



What factors contribute to Non-Compliance and Work Refusal?

A Behaviour Recording Chart is useful in identifying the trigger of a behaviour.

Child's Name: Tom				
Behaviour being measured: Hitting				
Date	Time	Trigger	Behaviour	Consequence/Action
03/12	10am	Sister knocked over the train track Tom was making.	Hit sister with toy train.	Took toy train away and sent Tom to his room.
04/12	11.30am	Told Tom he couldn't have the TV on.	Hit Mum on the leg.	Sent Tom to his room.
12/01	1pm	Sister was playing with a toy Tom wanted.	Hit sister on the arm and took toy.	Told Tom 'No Hitting' and 'Use your words'. Gave Tom the words to use to ask for the toy.

What factors contribute to Non-Compliance and Work Refusal?

All Behaviour is Communication:

- attention seeking
- avoid attention
- escape from something
- want to get/have something
- pleasure seeking
- escape pain

What factors contribute to Non-Compliance and Work Refusal?

Identifying the Purpose of the Behaviour

It is important to understand the purpose of a behaviour and what triggers it to ensure the intervention is appropriate.

The same behaviour exhibited by two different children may be communicating completely different things.

When the purpose has not clearly been identified, the chosen intervention may inadvertently reinforce the undesirable behaviour.

What factors contribute to Non-Compliance and Work Refusal?

Identifying the Purpose of the Behaviour

Example:

Two girls reach the door of their classroom after recess and go into meltdown. Why?

Girl 1 - was having fun in the playground and didn't want to finish to come inside.

Girl 2 - is overwhelmed by the noise and activity of everyone coming back in after recess and doesn't want to enter the classroom.

How can we effectively manage non-compliance at home and school?

Positive Behaviour Management

Positive Reinforcement

Negative Consequences

Distraction/Redirection

Controlled Choice

Prevention

Environmental Factors

Visuals and Social stories

Positive Behaviour Management

Be Consistent (All carers should manage the identified behaviour in the same way.)

rules for behaviour the same at Grandma's as at home and in the classroom (where appropriate).

Be Persistent (Some behaviours are harder to change than others.)

the target behaviour often gets worse before it gets better.

Positive Behaviour Management

Give Alternatives (Tell the child what they can do, not just what they can't)

“Stop Josh, No standing on the chair. Sit on your bottom”

Stay Calm (Use a calm and firm voice)

take a minute to compose yourself if necessary.

Use Clear Consequences (Consequences should be immediate and related to the behaviour)

if a child throws a toy, remove the toy for a few minutes.

Positive Behaviour Management

Give Clear Instructions

Get your child's attention. (e.g. “Aaron, look at Mummy”).

Remove distractions (e.g. turn off TV, pause Xbox game, etc).

Where possible use multi-sensory instructions. (e.g. visual schedule, modelling, physical prompts).

Tell the child what to do, not just what not to.

Don't ask when there is no choice.

Give frequent praise and positive feedback.

Positive Behaviour Management

7. Give Positive Attention

Catch your child doing the right thing.

Use labelled praise (tell your child exactly what they are doing well).

Give praise immediately and frequently.

Be sincere and enthusiastic.

For example:

“Tori, I really like the way you packed up your toys when I asked. Well done.”

Positive Behaviour Management

Use Rewards to motivate your child and promote changes in behaviour.

Make sure you find out what is motivating for each particular child. Not all motivators work for all children.

Don't move the goal posts!

If you tell your child they can finish after putting 2 things away, don't push for them to do more.

Help your child succeed.

Provide opportunities for your child to show you they can behave appropriately.

Positive Reinforcement

Particularly useful when low motivation/interest is cause of challenging behaviour.

Clearly define the behaviour you want to encourage.

Identify an appropriate reinforcer/motivator to reward the behaviour.

Communicate to the child what the target behaviour is and how they will be rewarded.

Once the behaviour is established, reinforce intermittently to maintain the behaviour.

Positive Reinforcement

Choosing Reinforcers

Not all children will find the same things reinforcing.

Reinforcers can be:

Verbal/Social ("Great job Amy. I like the way you took turns with Sally")

Activities (Lego, iPad, Playground)

Objects (stickers, small toys, lollies)

Special Interests/Obsessions

Positive Reinforcement

Reinforcers can be individual or set up for the whole class.

For example:

class points/ class cash/ raffle tickets

a special job to do

taking your work to the principal for a sticker

being first in line to go outside

a special toy or game

First	Then

Distraction / Redirection

Useful when children are reluctant to follow instructions or participate in an activity (but not distressed).

Assists with lowering arousal and promoting flexibility of thinking.

Can defuse a situation before escalation of challenging behaviour can occur.

Might involve directing a child to another activity, engaging them in conversation about a topic of interest, or making an activity more engaging/interesting for the child.

Distraction / Redirection

Example

Josh is a 5 year old boy.

Josh doesn't like packing up, and becomes moody and unresponsive when asked to finish an activity in the classroom.

Josh is also very competitive, and enjoys being the first, fastest or best at an activity.

Staff use his love of competition by timing Josh each time he needs to pack up, encouraging him to beat his previous time.

Josh enjoys racing to pack up, and does it without fuss. He intermittently gets a special sticker for 'breaking a record' to keep his interest.

Controlled Choice

Useful when children are reluctant to follow instructions or participate in an activity (but not distressed).

Provides child with element of control which they may need to reduce anxiety or to reduce oppositional behaviour.

Provide the child with the choice between two activities that need to be completed or two different ways to complete one activity.

Can be effectively paired with a positive reinforcer to further increase the likelihood of compliance.

Controlled Choice

Example

Aaron is a 8 year old boy who is in Grade 2.

Aaron finds Literacy activities difficult, and regularly refuses to complete them.

To prevent this situation occurring, his teacher puts together a folder containing 5 literacy activities for the week (one each day) which he is given on Monday.

Aaron is allowed to chose which one of the activities he will complete each day.

If Aaron completes each of the 5 activities by the end of the week, he is allowed computer time for the last 30min of the day on Friday.

How can we effectively manage non-compliance at home and school?

Prevention is a major component of effective behaviour management.

Preventative Strategies/Supports include:

Environmental/Program Factors (lighting, seating, sensory tools, timetable)

Visual Supports (schedules, task checklists, social stories)

Environmental Factors

Useful when specific times or situations are known to be triggers for challenging behaviour.

Adaptations could include:

- changing seating arrangements in the car.
- getting up earlier to ensure time for play before school.
- breaking down homework tasks to spread the workload.
- scheduling playdates for shorter periods to ensure success.
- planning chores at a time with few distractions.

Environmental Factors

Sensory Tools/Activities

Sensory tools and activities can help to regulate a child's level of arousal. These can include:

- fiddle toys
- jumping on a trampoline
- weighted toys/cushions
- quiet area/ retreat
- sand/water play
- crunchy snack

Visuals and Social Stories

Assist children to:

- understand how their day is structured
- reduce anxiety about what will happen next (create predictability)
- reinforce verbal instructions
- be more compliant

'Visual' can be in the form of photos, pictures or the written word.

Today is **Monday**

- Silent Reading
- Diary Writing
- Recess
- Maths
- Art
- Lunch
- Library

- get dressed
- eat breakfast
- brush teeth
- brush hair
- pack bag

First

Literacy

Then

Computer

whose turn?

Visuals and Social Stories

Task Completion Checklists

Assist children to:

- understand exactly what is expected on a task
- manage 'open-ended' tasks
- feel less overwhelmed over the size of an activity
- be more compliant

Pack up schedule

1

2

3

4

5

6

7

8

9

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Visuals and Social Stories

Social Stories and Scripts

originally conceptualised by Carol Gray
used to explain social situations, behaviours, and expectations in simple terms
targeted to the child's developmental level and understanding
can be useful to provide additional instruction to children regarding following instructions, and appropriate/inappropriate behaviour, etc.



Summary

Work refusal and Non-compliance can be impacted by various personal and environmental factors.

All behaviour is communication. Work refusal and Non-compliance are often an attempt to avoid a negative situation for the child.

Effective strategies include positive reinforcement, negative consequences, distraction/redirection and controlled choice.

Preventative strategies are also important in managing Work refusal and Non-compliance.

With proactive strategies and understanding, we can help children manage their behaviour appropriately at home and in the classroom.

Thank you for listening.



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