

**Managing Noncompliance and Defiance
In the Classroom**

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**SUPPLEMENTARY
MATERIAL**

Presented by

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Participant Case Study

In the box below: (a) write down either on an individual basis, or as a group, an example of noncompliant or defiant behavior in your setting which you are currently addressing or have experienced in the recent past, (b) Write down 2-3 strategies you use that are effective for managing behavior in your setting.

a. Example of Noncompliance

b. Effective behavior management strategies in use:



BASIC APPROACH
FBA Summary and Intervention Plan

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) SUMMARY			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Problem Behavior</i>	<i>Effects of Problem Behavior</i>
INTERVENTION PLAN			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Increasing Expected Behavior</i>	<i>Decreasing Problem Behavior</i>

ABC Form for Direct Observation

Student Name: _____	Observation Date: _____
Observer: _____	Begin Time: _____ End Time: _____
Activity: _____	Class Period: _____

NOTES (Potential Setting Events)	ANTECEDENT (Immediate Triggers)	BEHAVIOR (Problem Behavior)	CONSEQUENCES (Effects of Problem Behavior)

Noncompliant Behavior Case Study 1

Bill has often announced how much he hates math. This particular morning, just as the math period was underway, Bill was not following the teacher's directions. He refused to open his math book or get out his notebook and was just sitting there. The teacher gave him a reminder to get started. He said he hates math and folded his arms. The teacher approached him and told him that he could ask for help if he needs it, otherwise he is expected to get out his materials and to start work. Bill replies, "Why bother, it is all a waste of time." The teacher explained to him that if he didn't get ready for math he would have to do it at recess. He then pushed the math book on the floor and said he is not going to do any ... (expletive) math. The teacher sent him to the office for noncompliance and disrespect.

FBA Summary and Intervention Plan *Case Study 1*

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) SUMMARY			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Problem Behavior</i>	<i>Effects of Problem Behavior</i>
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FBA Interview Form

Educator's Name:	Position:	Date:
Interviewer:	Begin Time:	End Time:
Student's Name:	Grade Level:	
FBA Information		
Problem Behavior: Noncompliance		
<p>What does the student do to noncomply?</p> <p>What language does the student use when noncomplying?</p> <p>How does the student avoid the demand or task?</p> <p>How does the student escape the demand or task?</p> <p>How does the student not fulfill the task to a reasonable standard?</p> <p>What do the other students do in this context that is acceptable?</p> <p>Other?</p>		
Immediate Triggers		
<p>What is the specific task that is required of the students when the noncompliance occurs?</p> <p>What words are used by staff in presenting the demand?</p> <p>What are the pre-requisite skills for the task?</p> <p>Does the involved student have the prerequisite skills to complete the task?</p> <p>Has the student been on task prior to this demand situation?</p> <p>Other?</p>		
Setting Events		
<p>Has the student experienced anything aversive with this demand situation before such as:</p> <ul style="list-style-type: none"> ○ failure ○ embarrassment or ridicule ○ rejection ○ injury ○ punishment ○ Other? <p>Is there a basis to know that the student can perform the task correctly?</p> <p>Have there been previous attempts to address the noncompliance?</p> <p>Are there non-classroom based factors that put the student the</p>		

<p>student in a negative frame of mind such as:</p> <ul style="list-style-type: none"> ○ home issues ○ hunger ○ substance abuse ○ inadequate sleep ○ transportation to school problems ○ peer conflicts ○ other <p>Other?</p>	
<p>Effects of the Problem Behavior</p> <p>What changes occur in the setting where the noncompliance is occurring?</p> <p>What does the teacher do immediately following the noncompliance?</p> <p>What does the teacher say following noncompliance?</p> <p>What consequences are delivered?</p> <p>What do other students do/say when the noncompliance occurs?</p> <p>Are other adults brought into the picture?</p> <p>Does instruction or the activity stop?</p> <p>Other?</p>	
<p>ADDITIONAL INFORMATION</p>	
<p>Data</p> <p>What classroom data do you have on the student's noncompliance?</p> <p>Are there office referral data?</p> <p>What are the student's grades?</p>	
<p>Strategies Used</p> <p>What have you tried to address the problem?</p> <p>What strategies have had some success?</p> <p>What strategies may have escalated the student?</p>	
<p>Strengths and Reinforcers</p> <p>What subjects are strengths?</p> <p>What activities engage the student?</p> <p>What are the reinforcers for the student?</p>	

RECORD REVIEW CHECKLIST

OFFICE REFERRALS	
NONCOMPLIANCE <ul style="list-style-type: none"> • Frequency • Location • Faculty • Subject • Period of time • History • Other 	
OTHER OFFICE REFERRALS <ul style="list-style-type: none"> • Skipping class • Fighting • Bullying, harassment, hazing • Other 	
SCHOOL PERFORMANCE	
<ul style="list-style-type: none"> • Grades • Participation in school events • Attendance • Peer group relationships • Faculty relationships • Other 	
RISK FACTORS	
<ul style="list-style-type: none"> • Possession of illegal weapons • Vandalism at school, home community • Transiency • Gang activity • Truancy • School suspensions or expulsions • Court adjudicated • Parents withdrawing student from school • Child abuse • Poverty • Other 	

Noncompliant Behavior FBA Case Study 1

FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Problem Behavior</i>	<i>Effects OF Problem Behavior</i>
<p>Aversion for math (perhaps due to history of lack of success or failure with math)</p> <p>Issues with anger management</p>	<p>The beginning of math period</p> <p>Teacher directions to get materials ready</p> <p>Engagement with the teacher</p> <p>The warning that he would miss recess if he didn't get ready</p>	<p>Refusal to follow the teacher's directions</p> <p>Maintains refusal to start</p> <p>Using bad language</p> <p>Disrespect</p>	<p>The teacher was drawn into the problem by student's refusal to follow directions.</p> <p>The student was sent to the office thereby escaping from the math class.</p> <p>Class was disrupted.</p>
INTERVENTION PLAN			
<i>Setting Events</i>	<i>Immediate Triggers</i>	<i>Increasing Expected Behavior</i>	<i>Decreasing Problem Behavior</i>

Summary and Action Plan

Date _____

Main Points that have Application for Use in my Work	
1.	
2.	
3.	
Follow-Up Steps	
1.	
2.	
3.	