Behavoural Momentum for Students who are Non-compliant

JENNIFER STEPHENSON

Statement of the Problem
Students may be non-compliant to teacher direction, even to the most basic of instructions. Some of these students do not have a hearing impairment, do comprehend the instructions and are able to perform the behaviours requested, but remain noncompliant. Severe non-compliance can make it impossible to teach a child and can lead to, or be associated with serious antisocial behaviour.

Proposed Solution/ Intervention
The teacher identifies requests that the student is likely to comply with, as well as those that the child is likely to refuse. The teacher then promotes compliance by embedding instructions where the student is likely to be non-compliant in a sequence of instructions or requests that they student is very likely to follow. For example “Tell me what did you did at recess,” “Check out the goldfish,” “Tell me if you would like a drink,” and then “Come and sit down for story.” The teacher praises or otherwise rewards compliance with ALL instructions. It is helpful to have an assortment of requests the child is very likely to comply with and to use different requests and sequences each time.

What does the research say? What is the evidence for its efficacy?
A number of single subject studies have demonstrated the effectiveness of the procedures with students with and without disabilities in preschool and school settings. Requests have been delivered by both adults and peers.

Conclusions
This is a reasonably simple procedure that is positive, proactive, unobtrusive, and flexible. It is likely to be successful if the requests are things the students can easily do.

The MUSEC Verdict: worth a try

Key references may be found at: www.aces.mq.edu.au/musec_co_brief.asp