

Introduction

Educators embrace the teaching profession because they believe they can make a lasting contribution to the lives of young people. Specifically, they make a strong commitment to teach their students skills for life in academic, social, personal, and vocational areas. However, these goals can be seriously challenged when students display disruptive behavior, particularly noncompliance, in the classroom. Moreover, these aspirations can be significantly attenuated if these behaviors occur on a frequent basis.

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. These student behaviors significantly interrupt instruction for the teacher, other students, and for the individual student when the teacher has to spend excessive time addressing these problem behaviors. Noncompliant behavior can cause a substantial loss in instructional time and subsequently reduce student learning. In the more serious cases, noncompliant behavior also can impact an administrator's time in following up with the student and possibly with the parents.

In addition, sustained noncompliant behavior, along with other problem behavior, can negatively impact teachers' motivation and longevity in the field. The U.S. Department of Education for years has consistently reported the grim results of high rates of teacher turnover, especially early in their careers. Granted, there are many factors that contribute to this problem, but student disruptive behavior is frequently listed as a major determining factor.

Teachers have ranked noncompliance as one of the most troublesome and challenging behaviors they have to deal with on a regular basis in the classroom. It makes obvious sense that if a student is noncompliant in the classroom, the teacher's ability to teach and the student's ability to learn are seriously restricted. For example, suppose a teacher asks the students to open their books to page 54 and complete the math problems, and one or more students do not follow this direction. The teacher then has to go through a series of procedures to determine the locus of the problem, as there are many reasons why the student may not be following the direction. For example, the student may be sick; may not have heard the direction; may have lost his or her book; may be upset following a nasty incident on the bus ride to school; may have ongoing difficulties with the subject; or may be in a foul mood and will not cooperate. The challenge is for the teacher to quickly assess what may be happening and encourage the

student to cooperate with the direction. However, if the teacher misreads the situation, there is likelihood that the student may escalate his or her behavior, which will consume more time and effort from the teacher and disrupt instruction. The complications arising from this apparently simple teacher request of, "Open your books to page 54" make noncompliance a challenging behavior for teachers to address effectively and efficiently.

Although this book is primarily designed to directly address noncompliant behavior in the classroom, there are two very important perspectives that will strongly influence the effectiveness of interventions to change noncompliant behavior. The first perspective is that the schools and districts need to have a strong, concerted, and systematic focus on ensuring that students are successful in school, especially in regards to academic achievement. For students to be successful with their academics, typically, they must cooperate with their teachers and become engaged with instruction in a productive and responsible manner. The second perspective is that schools and school districts need to engage in comprehensive efforts to make their school environments as positive, safe, and welcoming as possible. It is of paramount importance to understand that problem behavior is most effectively targeted when the *whole* school environment supports desirable behavior. In this way, efforts in the classroom to establish expected behaviors such as cooperation, respect, safety, and responsibility are supported on a schoolwide basis.

This book is designed as a resource for teachers, specialists (personnel charged with teacher support especially in the area of problem behavior), and behavior support teams (groups of educators responsible for developing interventions for students who display chronic problem behavior). There are two parts. In Part I the focus is on understanding noncompliant behavior. Chapter 1 addresses the seriousness and pervasiveness of noncompliant behavior and the negative outcomes experienced by students displaying these behaviors both during their school days and in later life. Chapter 2 presents information on how to define noncompliant behavior and how to grasp its various and subtle forms displayed by students in the classroom. This understanding is taken further in Chapter 3, where details of procedures for systematically assessing noncompliant behavior are described. The components of this assessment provide the framework for analyzing noncompliant behavior leading to the development of systematic intervention plans. The overriding assumption is that if the reader has a solid understanding of noncompliant behavior and can gather accurate assessment information, the teacher, specialist, and behavior support team will be in a strong position to develop effective intervention plans.

In Part II, strategies and procedural details are presented for developing and implementing interventions to establish cooperative behavior and to reduce noncompliant behavior. These intervention plans are derived from information obtained from the systematic assessment procedures. In Chapters 4, 5, and 6, several strategies have been selected and described, drawn from research and best practices for each component depicted in the assessment model. Chapter 7 presents information on guidelines for selecting specific strategies in designing an intervention plan. Case studies also are presented to provide illustrations of how the range of noncompliant behavior can be systematically targeted. The final chapter, Chapter 8, brings together the direct link between the functional behavioral assessment (FBA)

questions and corresponding pool of strategies for FBA components in a master chart or road map. A glossary of terms for the strategies is also provided for ease of recall for the reader. A separate insert is included at the back of the book linking the FBA questions, bank for strategies, and glossary of terms.

The reader is referred to an appendix section at the back of the book, which contains copies of the forms, checklists, and tables presented throughout the book. These appendices may be reproduced or adapted for personal use in the classroom, school, or district.