Email with Questions

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Session Agenda

• Introductions
• Objectives
• Findings and activities
• Measurement
• Ways to support both appropriate compliance and noncompliance
• Teaching Flow Chart Resource + Group Discussion Activity
• Closing
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Doctoral student, University of Kansas

Inclusive preschool teacher

Behavior Analyst (BCBA) serving children ages 2 – 14 in homes, schools, and community settings

Clinical Director of ABA at a multi-disciplinary pediatric therapy company

Behavior consulting and training for general education and special education teachers in public and charter schools
Katie Zimmerman, PhD, BCBA-D, Assistant Professor, University of Kansas

- at-home therapist for students with ASD (toddler to adolescents)
- K-2 self-contained teacher for students with ASD
- 5th-6th grade teacher at special education school for students with EBD
- K-2 self-contained teacher for students with or at-risk for EBD
- inclusive preschool teacher for children 2-5 years old
Kelsey Smith, M.Ed., BCBA
Doctoral student, University of Kansas

Inclusive kindergarten teacher

K-4 special education teacher for students with ASD, ID, and Developmental Delays

Inclusive preschool teacher for 4-5 year olds
Your Turn!
Objectives

Consider why compliance is a commonly chosen replacement behavior for noncompliance (NC), compared to skill acquisition or addressing support needs.
Objectives

Discuss conceptual and practical implications of findings, specifically the non-existent relationship between assessments and intervention outcomes.
Objectives

Identify practical and applied solutions to issues associated NC assessments and interventions, including:

• Validity and accuracy of NC measurement
• Ethical concerns associated with teaching rote compliance
• Ways to support autonomy and self-advocacy for young children who engage in noncompliance.
First, let's acknowledge...

For the adult, noncompliance can be:

- Aversive
  - Unsafe
  - Frustrating
  - Distraction from or a barrier to learning

- Reinforcing
  - Access contingencies of kid removal or
  - use of physical prompts to move things along
First, let's acknowledge...

For the child, noncompliance can be...

- Self-advocacy
- Reinforcing
  - escape from further demands
- Non-event
  - Support needs
  - Inattentive to demand
Compliance with adults is a necessary skill for learning

Self-advocacy and volitional skills can and should be taught in EC

Potential ethical issues of teaching compliance in isolation

- Child safety, lack of decision-making skills
- Differential levels of compliance are required across contexts and social partners
- Support needs may contribute to NC

Kim, 2010; Office of Head Start, 2015; Palmer et al., 2012
Noncompliance Literature in Early Childhood Settings
Finding the Noncompliance Literature

- Noncompliance assessments and interventions
- Participants 0 – 8 years old
- Home, school, community settings
- Published in the last 20 years
- 49 articles total
Research Questions

Narrative review

1. What **NC assessment procedures** are used in EC settings?

2. How often and what types of **support need** are addressed in NC interventions?

3. How often and what **ethical considerations** are reported in primary articles investigating NC interventions in EC?

Best-evidence synthesis & meta-analysis

1. To what extent have studies that utilize NC interventions for young children been evaluated via **rigorous single case designs**?

2. What **interventions** are utilized to decrease NC and promote compliance for young children in EC?

3. What **intervention outcomes** are associated with NC interventions for young children in EC?
Methods

Narrative Review
- Participant and implementer characteristics
- Settings
- Assessment components
- Ethical considerations and applications

Best-Evidence Synthesis & Meta-Analysis
- Single Case Analysis and Review Framework (SCARF)
- Descriptive coding: Intervention Components
- Moderator Analysis
  - Assessment vs. no assessment
  - FBA vs. no FBA
Findings
Noncompliance Assessments
• 61% of participants received assessments prior to intervention

• Mostly preference and demand assessments (PA, DA)

• DA were largely developmentally inappropriate
Potentially Unnecessary Assessments...?

- No statistical difference in outcomes that utilized assessments (PA, DA, FBA) or no assessments

- FBAs were only used to inform reinforcer selection for compliance, not to inform goals or replacement behaviors

- Reinforcement was withheld and/or Intrusive prompting was used when children engaged in NC
Simulation Activity
Assessment

- Hands up
- Touch your knees
- Clap your hands
- Touch your head
- Say ‘go’
- Do this (fold hands)
- Give me your pencil
- Say ‘up’
- Give me five
- Touch your nose

(100 total)

Ertel et al., 2019
Activity Reflection

1. How did you feel during the assessment?

2. What were your feelings towards the implementer?
Activity Reflection

Would you be more or less likely to willingly engage with the implementer after this assessment?
We need to conduct developmentally appropriate and authentic assessments for young children who engage in NC.
Assessments that ONLY focus on occurrences of compliance, are **ineffective** at informing instruction to support young children’s long-term success.
Ethics of Noncompliance Interventions
Ethical Mentions and Considerations

• Half of articles contained statements regarding ethical considerations
  • Most were about assessing NC prior to intervention
  • 3 articles mentioned differential compliance levels based on context

• 1 article mentioned child safety related to compliance
For 9% of participants, support needs were addressed:
- Pre-requisite skills for compliance, receptive language and self-monitoring

91% of participants were taught compliance in isolation.
Discuss with a partner/small group:

1. What potential negative impacts exist in teaching compliance in isolation (e.g., without teaching times when noncompliance is appropriate or a skills that can contribute to compliance)?

2. Discuss the complexities of compliance and noncompliance regarding intersecting identities (e.g., disability, culture, race/ethnicity).
Rigor and Internal Validity of Designs
Best Evidence Synthesis

Designs were high quality, rigorous, and generally effective in decreasing NC and increasing compliance

BUT...

• Very few reported inclusion criteria
• Very few measured social or ecological validity
Noncompliance is a developmentally appropriate behavior for young children. For whom is intensive NC assessment and intervention needed?

What should NC assessment look like for young children?

What are developmentally appropriate components of embedded assessment?
Lack of social and ecological validity

Should NC assessment be conducted in a context different than the referring environment?

Caregivers, educators, and children may have better ideas than we do about what might be reasonable and effective intervention.

What are the consequences of a researcher or unfamiliar adult gaining compliance from a young child, when the referring reason for NC support was difficulty following directives from endogenous adults (educators and caregivers)?
What can we do instead?
Mindset Shift

How do I gain compliance from this child?
How can I support their engagement?

How can I create supportive environments?

How can I provide opportunities for self-advocacy alongside required compliance?

How can I teach decision-making skills that supports long-term autonomy and independence?
Measuring Engagement instead of NC
Measuring NC is likely to be invalid and inaccurate

- Opportunities are contingent on adult behavior: high rates correspond with high rates of demand delivery, low rates correspond with low rates of demand delivery.

- Given demand delivery in the literature is developmentally inappropriate, this could become an artifact of adult behavior rather than child performance.
• Forcing a child to comply can result in intrusive, intensive physical manipulation

• Does the absence of a child engaging in an adult directed task, routine, or behavior warrant physically restraining a child’s behavior?

• Should child dissent be a consideration?
“My fight has been for accommodation, the world to me and me to the world.”

-Harriet McBryde Johnson
Engagement measurement tells you if the child is doing what makes sense in a particular environment. If engagement is low, you can then identify if sufficient support needs are present in the environment:

- Behavioral support
- Language/communication supports
- Social-emotional wellness supports
Measuring Engagement instead of NC

• Measure ENGAGEMENT instead!
  • This behavior encompasses more meaningful participation in a child’s immediate environment

• Ask yourself: what does it look like and sound like to meaningfully participate in learning and social opportunities
  • There should be multiple ways
  • ALL kids are learning how to learn and be social—there should be multiple means of engaging and communicating
Engagement Data Sheet

• Collect class-wide engagement data using momentary time sampling (MTS)
  • Lifeguard scan

• If class-wide engagement is LOW, the instruction/adult behavior is what you need to focus on

• If the individual child is displaying lower engagement, but overall the class is engaged, then measure individualized engagement

Download here.
• Receptive language
• Expressive language
• Pre-requisite skills
• Engagement

• Provide reinforcement for use of each of these skills
Teach compliance and appropriate noncompliance

• Consider when negotiation or refusal is an acceptable response
  • Provide ample opportunities with verbal reminders
    • “Remember, you can say no or ask for a compromise”

• Teach when compliance is required

• Provide reinforcement for self-advocacy or acceptance
Teach Decision-Making

• Teach concepts around decision-making
  • Consideration of multiple options, weighing outcomes, changing your mind, etc.
  • Model decision-making skills, use incidental teaching within meaningful contexts
• Provide reinforcement for decision-making skills
NC Contextual Assessment & Supports Planning Guide
# Noncompliance (NC) Contextual Assessment and Supports Planning Guide

## Child’s Name:

**In what setting does NC typically occur? (circle)**
- [ ] Large group
- [ ] Centers
- [ ] Free play
- [ ] Recess
- [ ] Transitions
- [ ] Self-care Routines
- [ ] Other: ________________

## Assessment Item | Supportive Strategies

### Does the child have support needs in any area?
- [ ] Understanding spoken language
- [ ] Communicating wants/needs
- [ ] Fine motor
- [ ] Gross motor
- [ ] Adaptive skills (e.g., eating/drinking, dressing, etc.)
- [ ] Other: ________________

**Visual supports (schedules or visuals):**
- Understanding spoken language
- Communicating wants/needs
- Steps of adaptive skills
- **Tips and ideas for making visuals**
- Using visual supports

**Assistive or Augmentative Communication:**
- Modeling AAC use
  - Communicating wants/needs
  - Commenting, asking questions

**Explicit skill instruction:**
- Adaptive skills
  - graduated guidance
  - forward or backward chaining
- communicating wants/needs
  - embedded instruction

### Before NC occurs, is the child typically engaged (e.g., doing what they are supposed to be doing: looking at teacher or peers, using appropriate materials) or unengaged (e.g., laying on the floor, throwing materials)?
- [ ] Engaged
- [ ] Unengaged

## Support Engagement during activities/routines:
- Teaching play
- Supporting transitions
- Preventing challenging behavior
- Low intensity strategies
- Arrival mini schedule
Addressing Noncompliance

Address support needs

Teach expressive language
- "I need help"; "Can we compromise?"
- "No thank you"; "Later?"

Teach receptive language
- proximity, concise language
- visuals, text support

Teach pre-requisite skills
- Respond to name, stop, look, wait
- Small group direct instruction, visual supports

Teach Engagement
- Environmental arrangement, visual supports
- Adapt instruction
- "We can compromise on this"; "Remember, you can tell me 'no thanks'"

Teach Compliance and Noncompliance

When saying "no" or negotiation is appropriate
- Give ample opportunities for negotiation or choice making

When compliance is necessary
- "Shoes on before playing outside is safe, so that's not negotiable"

Teach Decision-Making Skills

Use visuals to teach outcomes
- Consistently model decision-making processes and language

Teach non-negotiable or no choice times
- Provide ample opportunities for decision-making within meaningful contexts

Provide reinforcement for use of skill
- Provide reinforcement for self-advocacy
- Provide reinforcement for acceptance
- Provide reinforcement for decision-making skills

This is in the app.
In Summary

• If young children are engaging in noncompliance....

• Teach the skill(s) or strategies they aren’t currently displaying

• Think LONG-TERM! What will help them to become the most autonomous and independent version of themselves?
Freely Accessible Materials

**Systematic Review** of the ethics of compliance assessments and interventions for young children

**Best Evidence Synthesis & Meta-Analysis** of the components, quality/rigor, and outcomes of compliance interventions for young children

**Practitioner Paper** outlining noncompliance measurement concerns for students in schools and ways to address these concerns by measuring engagement instead
THANK YOU!

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