

EXAMINING 20 YEARS OF NONCOMPLIANCE RESEARCH: ETHICS, RIGOR, AND FUTURE DIRECTIONS

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please come see Katie
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KU

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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Inclusive preschool teacher

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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 with 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



Noncompliance Considerations

- 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



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

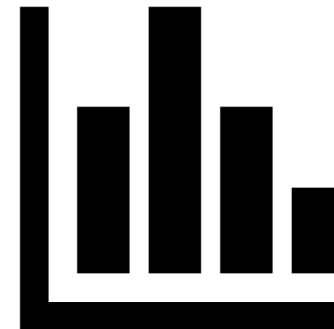
Narrative review

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

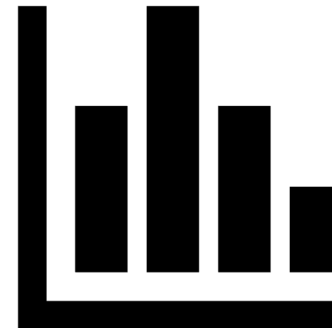
Narrative Review

- 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





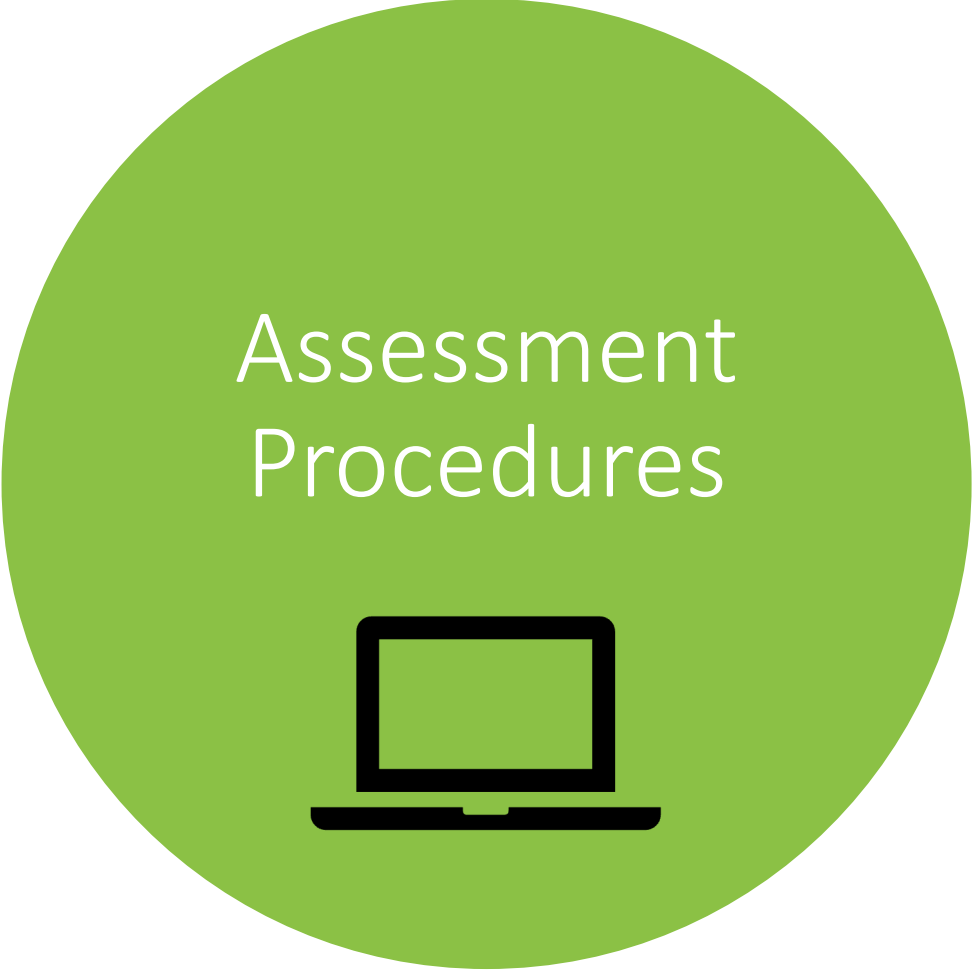
Findings





Noncompliance Assessments





Assessment Procedures




- 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)

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



Addressing Support Needs

- 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

Reflection

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

Lack of Inclusion Criteria

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?

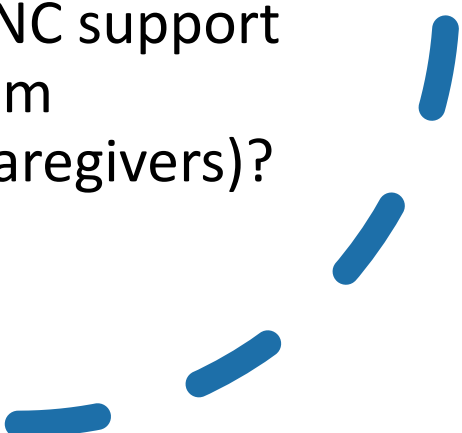


Lack of social and ecological validity

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

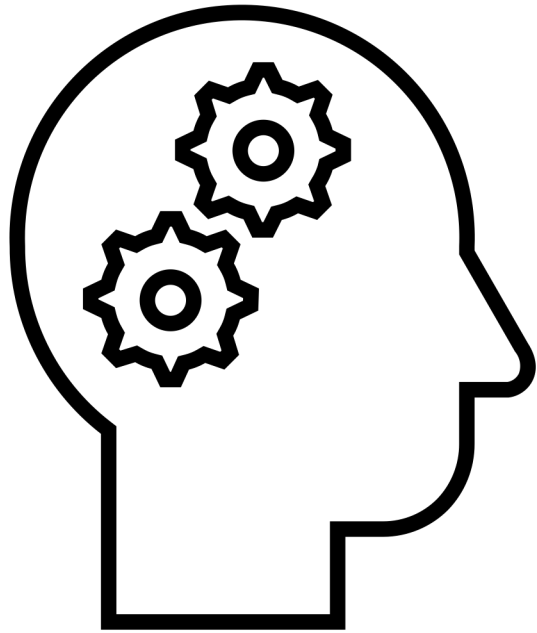
Caregivers, educators, and children may have better ideas than we do about what might be **reasonable** and **effective** intervention.

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)?





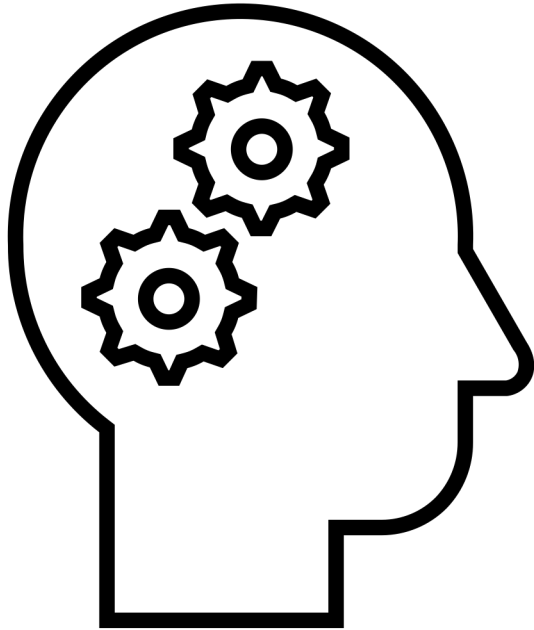
What can we do
instead?



Mindset Shift

How do I gain
compliance
from this child?

Mindset Shift



How can I support their engagement?

How can I create supportive environments?

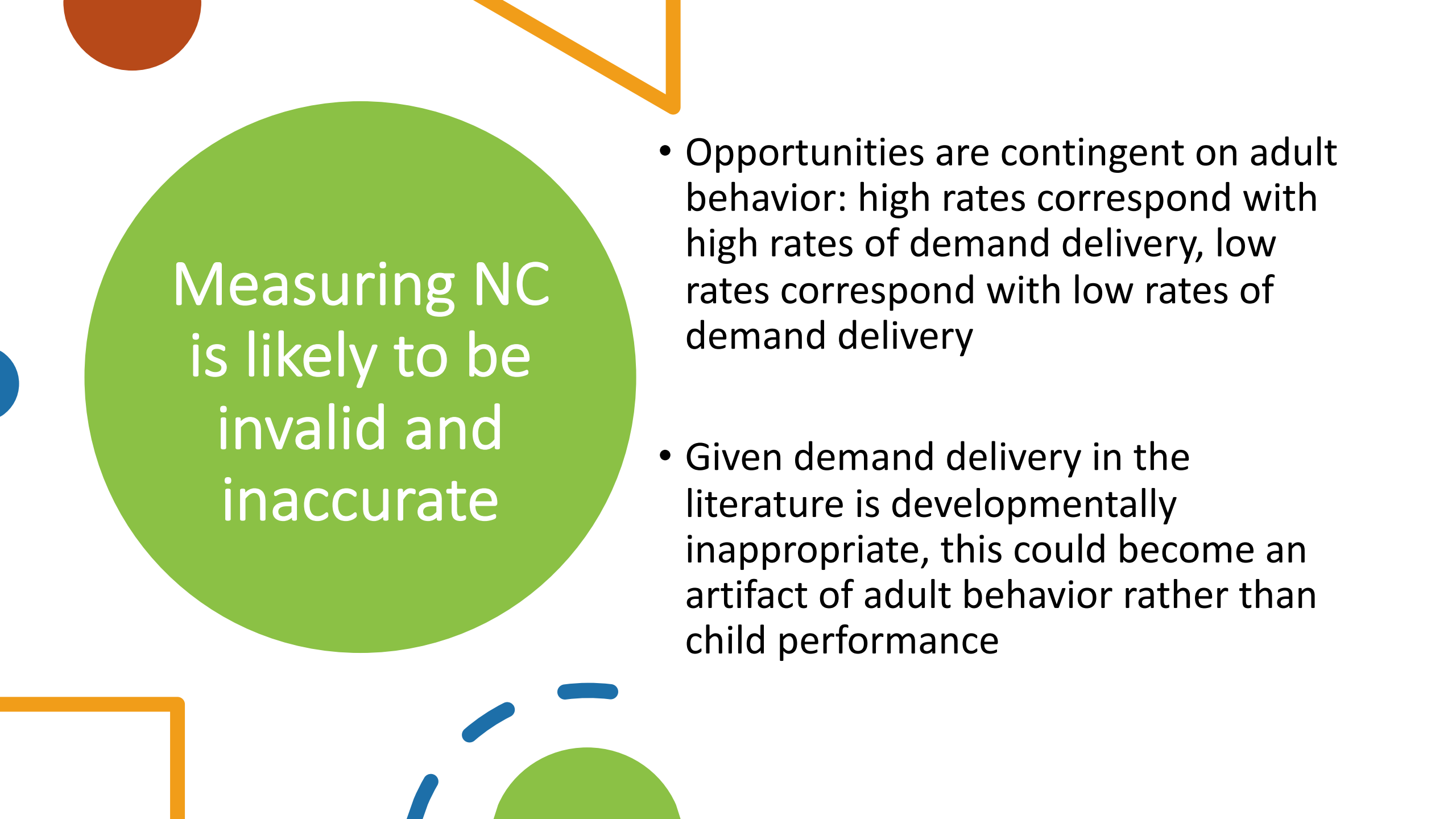
How can I provide opportunities for self-advocacy alongside required compliance?

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



Ethics of prompting NC


- 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



Measuring Engagement instead of NC

- 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



Download here.

- 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



Address Support Needs

- 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:	
<i>In what setting does NC typically occur? (circle)</i>	<input type="checkbox"/> Large group <input type="checkbox"/> Centers <input type="checkbox"/> Free play <input type="checkbox"/> Recess <input type="checkbox"/> Transitions <input type="checkbox"/> Self-care Routines <input type="checkbox"/> Other: _____
Assessment Item	Supportive Strategies
<p><i>Does the child have support needs in any area?</i></p> <input type="checkbox"/> Understanding spoken language <input type="checkbox"/> Communicating wants/needs <input type="checkbox"/> Fine motor <input type="checkbox"/> Gross motor <input type="checkbox"/> Adaptive skills (e.g., eating/drinking, dressing, etc.) <input type="checkbox"/> Other: _____	<p><u>Visual supports (schedules or visuals):</u></p> <ul style="list-style-type: none"> • Understanding spoken language • Communicating wants/needs • Steps of adaptive skills • Tips and ideas for making visuals • Using visual supports <p><u>Assistive or Augmentative Communication:</u></p> <ul style="list-style-type: none"> • Modeling AAC use <ul style="list-style-type: none"> ○ Communicating wants/needs ○ Commenting, asking questions <p><u>Explicit skill instruction:</u></p> <ul style="list-style-type: none"> • Adaptive skills <ul style="list-style-type: none"> ○ graduated guidance ○ forward or backward chaining • communicating wants/needs <ul style="list-style-type: none"> ○ embedded instruction
<p><i>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)?</i></p> <input type="checkbox"/> Engaged <input type="checkbox"/> Unengaged	<p><u>Support Engagement during activities/routines:</u></p> <ul style="list-style-type: none"> ○ Teaching play ○ Supporting transitions ○ Preventing challenging behavior ○ Low intensity strategies ○ Arrival mini schedule



Addressing Noncompliance

This is in the app.

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

Teach Compliance and Noncompliance

When saying “no” or negotiation is appropriate

Give ample opportunities for negotiation or choice making

“We can compromise on this”; “Remember, you can tell me ‘no thanks’”

When compliance is necessary

Teach non-negotiable or no choice times

“Shoes on before playing outside is safe, so that’s not negotiable”

Teach Decision-Making Skills

Use decision-tree visuals to teach outcomes

Consistently model decision-making processes and language

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**

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?



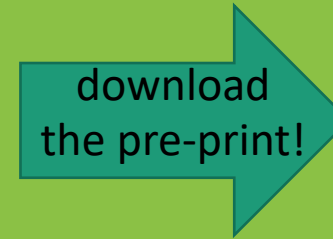
Freely Accessible Materials



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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