

Book Study

Prepared by the

Kansas Multi-Tier System of Supports (MTSS) Project

***Managing Noncompliance and Defiance in the Classroom:
A Road Map for Teachers, Specialists, and Behavior Support Teams***Geoff Colvin
(Corwin, 2009)**Book Description:**

This book focuses on managing noncompliant behavior in the classroom, and includes both Tier 1 and Tier 2 strategies. Part one discusses understanding noncompliant behavior, while part two describes strategies and procedures for developing behavior intervention plans. Colvin emphasizes the importance of assessment, describes the components of a functional behavior assessment (FBA), and illustrates how to build an intervention plan around the information collected during an FBA. He points out that interventions planned for individual students are most likely to be effective within a systematic effort to develop and provide positive behavior and academic supports.

Target Audience:

- Structuring Teams
- Implementation Teams
- District Leadership Teams
- Behavior Specialists
- Building Leadership Teams
- General Staff
- Tier 1 Teachers
- Tier 2 Teachers
- Tier 3 Teachers
- Elementary Teams
- Secondary Teams

Part I: Understanding Noncompliant Behavior**Chapter 1 – Urgency of the Problem****Brief Overview:**

Research shows that noncompliant behavior has been a long-standing behavior of concern in schools. Educators have two major concerns regarding noncompliant behavior: (1) the high prevalence of this behavior in schools, and (2) the harmful outcomes of chronic noncompliance. Chronic noncompliance can result in both damaging life outcomes and detrimental effects on academic achievement.

Discussion Questions:

1. Discuss the research the author uses on the prevalence of noncompliance in schools. Does your building collect information about office discipline referrals? If so, does your data match the national percentages reported?
2. What is the prognosis for students who exhibit noncompliance at an early age?
3. What did the Sutherland, Wehby, and Yoder research show about the number of times per day that students with behavioral issues received teacher praise?
4. What is the impact of problem behavior on academic achievement? What does the author mean by saying there is a cyclical relationship between problem behavior and the type of instruction delivered?

Chapter 2 – Defining Noncompliant Behavior

Brief Overview:

Strategies for addressing noncompliant behavior should only be used if certain conditions are in place. This chapter describes synonyms for and variations of noncompliant behavior.

Discussion Questions:

1. What are the necessary conditions for addressing noncompliant behavior? Pick one of the conditions and discuss why it is necessary. For example, why might refusing to complete work be something other than noncompliance, such as the student not understanding the directions?
2. Look at the synonyms for noncompliance. Can you add others to the list?
3. Break the book study group into four small groups. Do a jigsaw by assigning each of the variations of noncompliant behavior to a different group. Have each small group teach their topic to the whole group.

Chapter 3 – Systematically Assessing Noncompliant Behavior

Brief Overview:

It is assessment, the effort to explain why students may not be complying, that dictates the kinds of strategies used to address the problem behavior. This chapter describes a functional behavioral assessment (FBA) model for gathering information on all of the factors that may contribute to problem behavior. Only in this way can a comprehensive intervention plan be developed to address problem behavior.

Discussion Questions:

1. What are the four components of an FBA? Why does the author describe the components as an interacting cycle?
2. What are the differences between setting events and immediate triggers?
3. How are positive and negative reinforcement different? How are they the same? How can both of these describe the effect (function) of the behavior?
4. Compare the information in Box 3.1 (Case Study 1) to the information in Table 3.2. Do you agree with how the information is categorized in the chart?
5. What are the three methods typically used to gather FBA information? Share your past experience in helping to collect this type of information. Do you think any of the methods are better at collecting this information?
6. Do you agree that conducting an FBA is critical for collecting the information needed to develop a comprehensive intervention plan? Why or why not?

Part II: Designing Intervention Plans for Noncompliant Behavior**Chapter 4 – Immediate Triggers****Brief Overview:**

The strategies in this chapter are designed to offset the immediate triggers identified by the FBA. These strategies are proactive, as the teacher intervenes before problem behavior can occur. Thus, the timing of implementation of the strategies just prior to the presence of the triggers is critical. Both Tier 1 and Tier 2 strategies are described.

Discussion Questions:

1. What are immediate triggers?
2. Review the descriptions of the Tier 1 strategies to offset immediate triggers. Pick one and discuss the illustration. Has anyone in the group used any of these strategies in class? How did the strategy work?
3. What are the differences between Tier 1 and Tier 2 strategies?
4. Review the descriptions of the Tier 2 strategies. Pick one and discuss the illustration. Has anyone in the group used any of these strategies in class? How did the strategy work?
5. Can anyone describe other strategies for offsetting immediate triggers?

Chapter 5 – Setting Events

Brief Overview:

This chapter describes strategies for intervening with setting events identified by the FBA. It is important to gather reliable information on the student's needs in order to select the most appropriate strategy, and to collect data on the effectiveness of the strategy selected for changing the problem behavior in the target setting.

Discussion Questions:

1. What are setting events?
2. When would it be appropriate to use the strategies for intervening with setting events? Why?
3. Review the descriptions of the strategies used to intervene with setting events. Has anyone in the group worked with a student where these strategies were used? How did the strategy work?

Chapter 6 – Effects of Noncompliant Behavior

Brief Overview:

The strategies in this chapter are designed to manage the effects of the problem behavior. They are reactive strategies, in that they occur after the problem behavior, rather than proactive, like the strategies in chapters 4 and 5. Both strategies for increasing cooperative behavior and decreasing noncompliant behavior are described.

Discussion Questions:

1. Review the descriptions of the strategies for increasing cooperative behavior. Pick one and discuss the illustration or example provided. Has anyone in the group used any of these strategies in class? How did the strategy work?
2. Review the descriptions of the Tier 1 strategies for decreasing noncompliant behavior. Pick one and discuss the illustration. Has anyone in the group used any of these strategies in class? How did the strategy work?
3. Review the steps for Part A: Establishing Limits of Behavior, within the Tier 2 strategies for decreasing noncompliant behavior. Discuss the illustration in Box 6.13. Do you think these steps would be difficult to implement without escalating the student's behavior?
4. Review the steps for Part B: Conducting a Debriefing Session, within the Tier 2 strategies. Discuss the illustration in Box. 6.14. Do you agree that these steps will help the student be better at problem-solving in the future?
5. What are some of the reasons why noncompliant behavior is so difficult to change?

Chapter 7 – Putting It All Together

Brief Overview:

This chapter provides guidelines for developing a behavior intervention plan that is both effective and manageable. The approach is based on identifying key variables involved in the design of a plan, and selecting appropriate strategies for addressing these variables.

Discussion Questions:

1. What are the ten factors the author says to consider before determining which strategies to use in an intervention plan? Which one do you think is most important? Why?
2. What are the differences among the four levels of intervention? Why do you think it is important to consider both the level of intensity of the student's behavior and the level of frequency of the behavior?
3. Pick one of the levels and review the illustration provided. Do you think the intervention plan matches the initial concern? Do you think the illustration is a good match for the intervention level? Would you change the intervention plan in any way?
4. Select one of the three case studies to review. Look at the chart developed for the case study you selected. Do you agree with the descriptors in the FBA summary? Do you agree with the strategies selected for each cell in the intervention plan? Is there anything you would add or take away? If so, why?

Chapter 8 – The Road Map

Brief Overview:

This chapter provides a glossary of terms for FBA strategies, as well as a master chart for an FBA summary and intervention plan.

Discussion Questions:

1. What is the author's rationale for arguing that a one-dimensional approach to noncompliant behavior is ineffective?
2. What are the systematic approaches for addressing behavior recommended by the author?
3. Why does the author think conducting an FBA is so important?
4. Review the appendices and discuss whether any of these forms would be useful in your school. How might the forms be used?