Ask the Doctor

Because I Said So!

APRIL, 2011

Dr. Clare

This One is a Combination of Information from the Literature

- Kopp, Grusec, 2006; Fledman & Klein, 2003; DeMartini-Scully, Bray, & Kehle; 2000, Musser, Bray, Kehle, & Jenson, 2001; Forehand & MacMahon, 81; Patterson, et.al., 1984-2006

What Are We Talking About?

- Operationally Define the Target
What Happens When You Say...

- Sit, Down!
- Come Here!
- Do This,
- Don't That

“Why?”

Because I Said So!

FLIP SIDE?

- Follow Directions ... OR
What is the Opposite of Following Directions?

<table>
<thead>
<tr>
<th>Ignoring and Arguing</th>
<th>Tantruming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Previous</td>
<td>Throwing</td>
</tr>
<tr>
<td>Dawdling</td>
<td>Breaking</td>
</tr>
<tr>
<td>Arguing</td>
<td>Stomping</td>
</tr>
<tr>
<td>whining</td>
<td>Yelling</td>
</tr>
<tr>
<td>crying</td>
<td>Leaving</td>
</tr>
<tr>
<td>excuse making</td>
<td></td>
</tr>
<tr>
<td>guilt induction</td>
<td></td>
</tr>
</tbody>
</table>

Noncompliance

**BABY BLUES**

WHEN YOU SAY:  THEY MUST HEAR:

Please put away your toys.  Please turn the carpool monitor off.  I'll be right back.  I love you.  Don't mess with Big Bad Wolf.

SALLY FORTH

**Patterson & Associates**

- Micro Social—moment to moment relating, interacting, leading to

- Macro Social—developmental ways of interacting and relating.
Cascading Effect

RELATING BETWEEN ADULT AND CHILD

- Playful & Cooperative
- Mutually Hostile
- Disengaged

It Gets Way Bad

Teacher | Student
---|---
**Step 1** |  
- Asks, “Wouldn’t you like to...???
  - Ignores, Continues...
**Step 2** |  
- Repeats, “Please”
  - Delays, “Wait, I’m...”

Coercive Chain (Cont)

Teacher | Student
---|---
**Step 3** |  
- Up the Volume!
  - Argues, or Makes Excuses
**Step 4** |  
- Threatens
  - Explodes-tantrums
### Coercive Chain (Cont)

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Bad Boy is reinforced for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is so upset, she gives up-walks away (she doesn’t care if he doesn’t learn)</td>
<td>ignoring</td>
</tr>
<tr>
<td>or</td>
<td>delaying</td>
</tr>
<tr>
<td>or</td>
<td>arguing</td>
</tr>
<tr>
<td>or</td>
<td>tantrums</td>
</tr>
</tbody>
</table>

### Coercive Chain (Alternate)

<table>
<thead>
<tr>
<th>Step 5</th>
<th>Bad Boy gives up stops his tantrum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is reinforced for withdrawing her request</td>
<td></td>
</tr>
</tbody>
</table>

### That’s Called

- Coercion
- Noncompliance
- Non-Rule Governed Behavior for Bad Boy
  - It’s called early out for Teacher
‘S Gonna Lead To

- Learning Deficits in Basics
- Deficits in Social Skills with Peers
- Deficits in Self-Regulation

Count:
1. Questions
2. Repetitions of Directives
3. Threats

You Know You’re There When

- 80% of your Requests Are Not Followed in a Timely Way
- Compliance to Requests is Below 40%
- Your Hair is Prematurely Turning Gray and Your Voice is Cracking

‘S Not JUST Because I Said So

- Developmental Task for Toddlers & Preschoolers

Internalizing—Self Regulation of Socially Mediated Regulation of Behavior
**Compliance To Directives**

- Leads to active and enthusiastic participation in the learning partnership
- Becomes Characterized by Self-Initiated Behavior

Feldman & Klein, 2003; Kochanska & Aksan, 1995

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**What’s To Be Done?**

- Teach basic action directions
  - Come Here, Put it Here, Stand Here, Sit
  - Give me, Put In, Coat off…

Check Developmental Level, Language Level—then go after it au naturel

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**Does He Know What You Mean?**

- Teach basic action directions
  - Come Here, Put it Here, Stand Here, Sit
  - Give me, Put In, Coat off…

Check Developmental Level, Language Level—then go after it au naturel
Response Generalization

- **How He Does It**
  - In a Minute
  - Fast, careless
  - Dawdle
  - After 6th Repetition
  - Sometimes

Stimulus Generalization

- **How You Do It**
  - facing Him
  - 3 feet away
  - when he's engaged with preferred
  - on the playground
  - in the bus yard
  - where others are running around

Multi-Component

- Establishment of Positive Classroom rules
- Increasing frequency of teacher movement
- Consistent Rewards for Compliance
  - token economy
  - mystery motivator,
  - response cost

Forehand & McMahon
Make a Schedule

KEEP IT DOWN TIME'S A KILLER

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Structure Your Space

DIVIDE AND CONQUER

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Bottom Line So Far

- Dx level of understanding
- Teach Action Directions
  - tend to Response Generalization
  - tend to Stimulus Generalization
- Establish Classroom Rules
- Move Around
- Reward Compliance
- Schedule
- Structure Physical Space
The Magic of Bad-Good Directions

“Isn’t it time you got started?”


A Yard’s Worth of Space Only

• Get Up Close and Personal

Get Attention

• Eye ball to eye ball

• (Get Ready)
Tell 'Em What To Do

- Don't pull her hair!
- Don't eat that!
- Don't you leave this classroom!

With Quiet Time to Comply

- Leave 5 to 10 seconds (with your mouth quiet) for the student to begin to comply.

Use a Quiet Voice

Non-emotional Tone
### Catch Each Good Response

- If he does what you asked, make sure you catch it and compliment him.
- If you don’t reinforce it, how do you expect it to increase?

### How Do You Catch Him?

- **I**mmEDIATELY: 
  - End of the Week?
  - End of the Day?
  - End of the Response?
- **F**REQUENTLY: 
  - FR 1 to start; Move to FR 1.1 social plus FR 3.1 back-up to VR 3:1 Plan for self-reinforcing component from the start.
- **E**NTHUSIASTICALLY: 
  - Use your voice, smile, energy; 
  - These are more powerful than cleaning up
- **E**YE CONTACT: 
  - He’s gonna look at your face for good things...
- **D**ESCRIBITIVELY (Good job, good job, good job, good job, oh heck)

### Jenson’s Additions to S^+"

- **A** for **Anticipation**: Build the excitement, Use “hype”
- **V** for **Variety**: Create a menu, instigate a reinforcer sampling each week; tend to deprivation; change as often as necessary to maintain momentum
Magic of Giving Good Directions

SO THE TAKE HOME MESSAGE IS

Improve Your Chances:

1. Use statements, not questions
2. Get close—within 3 feet
3. Use a quiet voice
4. Look him in the eyes—touch him if you can
5. Give him 5 seconds
6. Don’t repeat more than once
7. Be Non-emotional

AND

Catch Him Being Good
Congratulate Yourself!

- You’re Saving the World