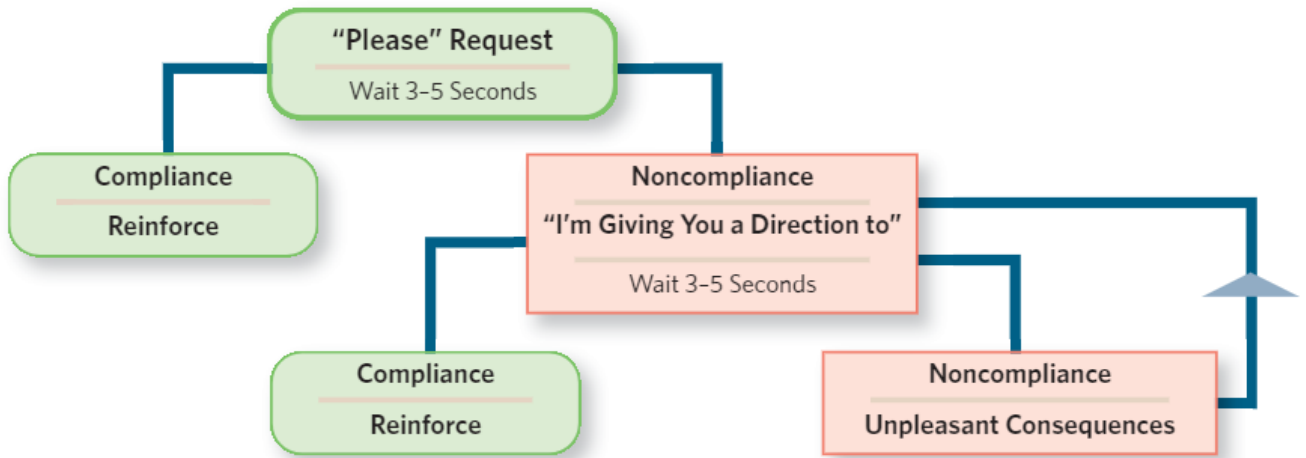


Variables that Affect Behavioral Compliance to Directions

State the student's name	Say the student's name before a request. This helps to gain the student's attention just before the request is made.
Do not use a question format when making a request	Do not use such statements as "Isn't it time to do your work?" or "Wouldn't you like to start to work?" Instead, make the request a polite one, such as "Please start your work."
Get close to the student when making a request	The optimal distance for giving a command is approximately three feet. Do not make requests from great distances or from behind your desk.
Use a quiet voice, and do not yell	When giving a command, give it in a quiet normal voice, up close, with eye contact.
Look student in the eyes	Ask for eye contact when making a request of a student when appropriate. For example, "John, look me in the eyes. Now I want you to..." Even if the student does not give you eye contact, continue to look him in the eyes. Do not try to force him to look at you.
Give the student time	When making a request of a student, give him/her three to five seconds to begin to respond before making the same request again or making a new request.
Do not nag	Make a request only twice. Then follow through with preplanned consequences. The more times you make a request, the less likely you are to gain compliance.
Do not give multiple requests	Make only one or two requests at a time. Do not string requests together.
Describe the behavior you want	Make specific and well-described requests rather than global requests.
Be unemotional	Be calm, not emotional. Yelling, threatening gestures, ugly faces, guilt-inducing statements, rough handling, and deprecating comments about the student or family only reduce compliance.
Make more start requests than stop requests	Requests that start behaviors (Do requests) are more desirable than requests that inhibit behaviors (Don't requests). The majority of teacher requests should be Do requests. If majority of teacher requests are Don't requests, it may mean the classroom rules or planned consequences are poorly designed or are not being implemented correctly.
Verbally reinforce compliance	It is easy to forget to verbally reward a student when he/she complies with your request. If you do not reward the student, compliance will decrease.

Strategy: Make Precision Requests



Reference:
Jenson, Rhode, G., W. R., & Reavis, H. K. (2010).
The tough kid book. Oregon: Pacific Northwest.