**Positive Behavior Interventions Strategies for Students who are non-compliant with teacher requests**

1. Survey the student's academic skills to make sure that the student does not have skill deficits that he or she is hiding behind a mask of non-compliance or defiance.
2. Use strategies to boost student motivation to learn (see ideas listed in section 3).
3. When giving individual instructions to--or making a request of--the student, first make eye contact, call the student's name, and be sure that he or she is clearly attending to you.
4. When interacting with the student, keep it positive. Attempt to have at least 3 positive interactions with the student (e.g., greeting the student, praising his or her behavior, acknowledging a correct answer) for each negative interaction (e.g., reprimand).
5. Create a reward program that allows the student to earn points or tokens toward incentives or privileges for complying with adult requests. First, set a percentage goal for student compliance. (For example, if the student typically complies with only 50% of your requests, you might set an initial goal for improvement of 70% compliance.) Meet with the student before starting the program to teach the student your definition of compliance (e.g., 'The student carried out the teacher request within 20 seconds without complaining'). Inform the student that, for those periods during the day when a behavior program is in effect, the student can earn a point or token if he or she complies with teacher requests at or above the pre-set goal. The points or tokens can be redeemed periodically for rewards or privileges.
6. Create a list of fair and appropriate consequences to be imposed whenever students refuse to comply with teacher requests. Explain to the class in advance what these consequences are and take care to be consistent in imposing them whenever a student fails to comply. (If possible, develop a series of consequences for misbehavior that can be delivered in the classroom, rather than simply sending the student to the principal's office at the first sign of defiance.) Teachers should note that providing only negative consequences when a chronically defiant student misbehaves is unlikely to work very well. Chances for success increase when negative consequences for misbehavior are paired with a reward system for positive student behavior.

*1 – 6 adopted from Intervention Central. Retrieved 7/8/2014 from* [*http://www.interventioncentral.org/academic-interventions/help-with-homework/student-problems*](http://www.interventioncentral.org/academic-interventions/help-with-homework/student-problems)