2019-06-01

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A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

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ABSTRACT

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An experiment was conducted to evaluate the effect of the Precision Request as a behavior intervention on the compliance behavior of students in a self-contained class for students with emotional-behavioral disorders. The Precision Request is an intervention commonly used by teachers to decrease noncompliance. The study took place in an elementary school behavior unit classroom. The participants included one special education teacher and the eight students in his class. A single subject reversal design was used to track student percentage of compliance, latency to compliance, as well as teacher use of praise and reductive consequences as part of the Precision Request intervention. The results indicated that the Precision Request produced a decrease in noncompliance among the students. However, it did not produce a meaningful change in latency to compliance. The introduction of the Precision Request also resulted in an increase in the teacher's use of praise, but no meaningful change in the use of reductive consequences. More research is needed to establish the active components of the intervention and the generality of the intervention effects.

Keywords: special education, emotional/behavior disorder, noncompliance, alpha command, request, behavior intervention

ACKNOWLEDGEMENTS

This thesis has been a soul stretching process through which I have learned and grown a great deal. My heart is full of gratitude for my family, friends, thesis committee, research participant, and my God. I am especially grateful for my husband Alex who has supported me both emotionally and academically throughout this process.

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CHAPTER 1

Introduction

Students classified with Emotional/Behavioral Disorders (EBD) have disproportionately high rates of problem behavior and low rates of positive behavior when compared to students without behavior disorders (Landrum, Tankersley, & Kauffman, 2003). These behaviors may include externalizing behaviors – e.g., aggression to self and others, property destruction, cursing, and talk outs – as well as internalizing behaviors, such as avoiding social interactions, complaining of illness or injury, and social withdrawal (Weeden, Wills, Kottwitz, & Kamps, 2016). These individuals often exhibit problem behavior at an early age; however, identification as EBD often does not occur until extended incidents of problem behavior are observed over several years (Kamps et al., 2011). During this time, these students' behaviors may not be appropriately addressed or supported. School dropout rates for students with EBD are among the highest of any student population. Additionally, children with EBD are more likely to be unemployed, involved in criminal behavior, and experience substance abuse as adults. There are often waiting lists for students and individuals with this classification to access services and receive support (Landrum et al., 2003).

Under the Individuals with Disabilities Education Improvement Act (IDEA) many students in EBD classrooms are eligible for support under the classification *Emotionally Disturbed*. The federal definition of Emotionally Disturbed is defined below:

> A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: An inability to learn that cannot be explained by intellectual, sensory, or health factors. An

> inability to build or maintain satisfactory inter- personal relationships with peers and teachers. Inappropriate types of behavior or feelings under normal circumstances.
>
> A general pervasive mood of unhappiness or depression. A tendency to develop physical symptoms or fears associated with personal or school problems. (Becker et al., 2011, p. 25).

EBD unit classrooms are often self-contained (the student spends the majority of their time in this placement) in which only students with EBD are served. These classrooms service children of various ages and grades, with the male to female ratios in EBD classrooms ranging from 3:1 to 6:1 (Callahan, 1994). Students in these classrooms face many challenges that may impact future outcomes and the overall learning environment of the classroom. It is clear that intervention with this population is vital. Appropriate intervention for individuals classified with EBD may lead to better outcomes such as graduation, employment, and stability.

Evidence suggests that successful interventions for students in EBD classrooms are built on behavioral foundations, applying the principles of Applied Behavior Analysis, and environmental manipulation (Landrum et al., 2003). Applied Behavior Analytic approaches account for antecedent variables (events or stimuli preceding a behavior), behavior, and consequence variables (events occurring immediately following or as a result of the behavior) when seeking to understand and intervene with problem behavior.

One example of a behavioral intervention is described by Landrum et al. (2003), who suggests that the precision request is an effective antecedent altering intervention when working with an EBD population. The precision request procedure consists of eight steps meant to promote student compliance (Jenson, Reavis, & Rhode, 2010). The intervention begins with the teacher using the word “please” in a direct command for compliance (e.g., “Alex, please sit

down."). The student is then given a reasonable amount of time to comply with the request (e.g., 3-10 seconds). If the student complies with the request, the teacher praises the student. If the student does not comply, the teacher next re-states the direct command using the word "need" (e.g., "Alex, you need to sit down") and waits 3-10 seconds. Again, if the student complies, the teacher praises the student. If the student does not comply, the teacher delivers a pre-determined reductive consequence (e.g., losing 30 seconds of free time). Then the teacher reissues the initial demand using the word "please" and follows the steps as described. The teacher follows this process until the student complies or determines that another strategy would be more appropriate.

There are several key features to the precision request that have been validated in the research literature, including a structured alpha command request for compliance (Starkweather-Lund, 2001), the use of specific student praise (Matheson & Shriver, 2005), and the delivery of reductive consequences (Rosen, O'Leary, Joyce, Conway, & Pfiffner, 1984). Landrum et al. (2003) explains that the precision request is effective because it is predictable for students, involves consequences, and provides an opportunity for students to comply. Several other sources endorse the precision request as an effective intervention when working with a special education population. The *Utah Least Restrictive Behavior Intervention Manual* (2015) states, "The precision request greatly assists with compliance and classroom management of all students if staff use the same procedures for making requests to start and stop behaviors" (p. 33). *The Tough Kids Book* (Jenson et al., 2010), a common reference for classroom management strategies, states the precision request is "A proven practice to build consistency among staff and reduce noncompliance among students" (p. 87). The precision request is recommended as an effective behavioral intervention in the *Woodcock-Johnson III: Reports, Recommendations, and Strategies, Behavior Management and Intervention Section* (Mather & Jaffe, 2002). It is also

referenced on a popular site for educators, Intervention Central (https://www.interventioncentral.org), in a presentation at the National Association of School Psychologists (https://twu-ir.tdl.org/twu-ir/handle/11274/7913), and in other resources and trainings.

Despite the abundance of practice-based materials promoting the use of precision requests, there is a scarcity of research to support the effectiveness of this intervention. DeMartini-Scully, Bray, and Kehle (2000) studied the precision request as part of a packaged intervention including the precision request, public posting of classroom rules, teacher movement, mystery motivators, a token economy, and response cost. Researchers measured the disruptive classroom behavior of two, eight-year-old females. While the study found that the classroom disruptions decreased for both girls, what role the precision request played in the observed behavioral change is unclear. In another study, Mackay, McLaughlin, Weber, and Derby (2001) measured the effectiveness of the precision request program as a stand-alone intervention in home and community settings. This study measured the noncompliance behavior of one female participant diagnosed with intellectual disability. Researchers found that noncompliance was reduced with the use of the precision request; however, because this study was conducted with one participant in the home, more information is needed to understand the precision request's effectiveness in the classroom setting, specifically the EBD classroom setting. Musser, Bray, Kehle, and Jenson (2001) studied the effectiveness of the precision request intervention in an EBD classroom. The intervention was part of a multicomponent study including public posting of classroom rules, teacher movement, mystery motivators, a token economy, and response cost. Again, it is unclear which piece of the multicomponent intervention affected the observed changes in student behavior.

To date, there are no published studies demonstrating the effectiveness of the precision request as a stand-alone intervention in the classroom, this includes classes that serve students with EBD. In spite of the lack of evidence, the precision request is widely endorsed as a stand-alone classroom intervention. DeMartini et al. (2000) stated, "The nature of the packaged intervention is a limitation in that it is unclear as to which component of the intervention or combination thereof effectively decreased the disruptive behaviors" (p. 155) and that "the precision request program has had very little empirical data to support its specific use beyond the research conducted on requests for compliance" (p. 155). Mackay et al. (2001) stated "To make precision requests useful for a wide variety of persons, more data are needed for implementation by various care providers" (p. 43). Despite the paucity of research on the precision request, teachers and paraprofessionals are being trained to use the precision request in their schools. More effective intervention is required for positive outcomes in EBD classrooms. While it is likely that the precision request, a behavioral based intervention, will promote increased compliance and better student outcomes in the EBD classroom, further research is needed.

The purpose of this study was to conduct research evaluating the impact of the precision request as a stand-alone intervention on student compliance in an EBD classroom. The research questions considered in this study were as follows: (a) Does the precision request increase compliance with teacher requests among students in an EBD classroom? (b) Does the precision request result in increased latency to compliance with teacher requests among students in an EBD classroom? (c) What is the relationship between student outcomes and the use of reductive consequence and praise as part of the precision request in the EBD classroom? And, (d) Is the precision request considered socially valid among teachers and students? We included a research

question examining the impact of the precision request on latency, to better understand if the intervention leads to a learned pattern of delaying compliance among students.

CHAPTER 2

Review of the Literature

Noncompliance Is a Problem for Students and Teachers

Noncompliance in the classroom is a common hindrance to student learning. Noncompliance is defined as a student failing to initiate what the teacher has requested in a specified amount of time. The purpose of this study was aimed at increasing student compliance. While noncompliance involves a child failing to do what another has asked, it is often associated with the failure to abide by previously stated rules. Behaviors associated with noncompliance are tantrums, yelling, screaming, running off, whining, and a variety of other deviant behaviors (Rames-LaPointe, Hixon, Niec, & Rhymer, 2014).

In a study examining the impact of child affect on compliance, two forms of compliance (situational and receptive) are defined. Situational compliance is a child's willingness to comply immediately to a teacher request, for example. Receptive compliance is a child's overall willingness to cooperate and abide by the general classroom routine, for example (Fuchs-Beauchamp, 1994). Noncompliance in either form could be a potential problem for initiating students, teachers, or other students into the classroom. Noncompliance diverts classroom time and teacher attention from academic and social instruction (Belfiore, Basile, & Lee, 2007). It can lead to frustration in students and teachers.

While the source of an individual's noncompliance may not be easily identifiable, the source of noncompliant behavior may often be described as a function to escape undesirable social or academic tasks or to obtain teacher or peer attention (Maag & Anderson, 2006). It is not always possible for students to escape or obtain what they are seeking, and an alternative means to managing compliance must be considered.

The importance of increasing student compliance in the classroom setting cannot be understated. As children's compliance improves, it can lead to the improvement of a broad range of behaviors. Positive changes in compliance typically correlate with additional student success (Corrigan, 2006). Corrigan (2006) conducted a study examining the effects of a rapport building intervention to increase compliance and associated behaviors, and identified compliance as one of the most important classroom behaviors. Corrigan chose compliance as the target behavior, because it functions as a predictor of overall student behavior. A student's compliance or noncompliance can be a pattern in which their other behaviors follow.

Noncompliance hinders positive interactions with peers and adults, which creates a barrier for students' successful integration in the school and community (Axelrod, Bellini, & Markoff, 2014). In a discussion of the role of development in the planning of behavioral interventions, Axelrod et al. (2014) describe noncompliance as a keystone behavior, because early noncompliance can be a foundation for later more deviant and disruptive behaviors. These authors note child noncompliance and associated aggressive behavior is often met with aggressive parent behavior. Parents respond to child noncompliance with yelling or other aversive behaviors. Both parties engage in these behaviors in attempt to stop the other's undesirable behavior. This process teaches children patterns of aggression through noncompliance (Forehand & Wierson, 1993). When teachers respond to student noncompliance employing similar methods to those discussed above (i.e., yelling, threatening) the result can be similar to the pattern of noncompliance and aggression learned in the home.

Teachers Respond to Noncompliance in Many Ways

When a student is noncompliant, teachers must respond. To manage challenging behavior, teachers may use methods that are untested and potentially ineffective, such as exerting

pressure through yelling and threatening students with negative consequences (Kapalka, 2006). Many different methods to respond to student noncompliance in the classroom have been studied and implemented. Interventions include antecedent interventions, meant to prevent noncompliance from happening, and reductive techniques meant to stop noncompliance as it happens. There are interventions in place that address group noncompliance, individual noncompliance, and some interventions that address both. Common interventions addressing individual noncompliance include Errorless Compliance Training, High Probability Request Sequences, Time In/Time Out Procedures, The Thumbs Up Procedure, Verbal Reprimands, Alpha Commands, Praise, and Reductive Consequences.

Errorless Compliance Training. One method for increasing student compliance is Errorless Compliance Training (ECT). ECT is an intervention in which the child is initially presented with a simple task, and given prompts that fade over time. Gradually, more difficult tasks are presented with the intention of limiting errors. The more difficult tasks are presented until the learner responds with the same high probability of correct responses as to the simple task (Rames-Lapointe et al., 2014). ECT has been used in home, clinical, and school settings. In a study conducted by Ducharme and Ng (2012), researchers studied the effects of ECT in a special education classroom. In this study, researchers found ECT greatly reduced noncompliance in three students with Autism Spectrum Disorder. They also noted an increase in student on-task behavior. In another study, ECT was given a mean teacher implementation satisfaction score of 4.3 out of 5: Teachers found the intervention effective, and preferred this practical approach to compliance training (Ng, 2016).

High probability request sequence. Errorless Compliance training originated from the High Probability Request Sequence (HPRS), or High Probability Command Sequence. This is a

series of requests, or commands, a student is likely to comply to which are followed by a request that a student is less likely to comply with. This pattern of success creates what researchers call a "momentum" of compliance, that follows through to lower probability requests or commands (Axelrod & Zank, 2012). In a systematic review of the literature, Banda, Neisworth, and Lee (2003) examined the literature focusing on young children (ages 10 and younger) and the use of the High Probability Request Sequence. Twelve out of 16 studies reported the intervention as effective.

Axelrod and Zank (2012) implemented the HPRS with two fifth grade boys, who were identified by having Individualized Education Program goals regarding compliance. For each participant, compliance to high probability and low probability requests increased when the intervention was introduced, and decreased during reversal periods. Student compliance to low probability requests maintained in follow up observations. The teacher participants in this study reported the HPRS as effective in improving student compliance and overall behavior. All teachers reported that they were likely to use this intervention in the future (Axelrod & Zank, 2012). Both ECT and HPRS are antecedent interventions, because they seek to prevent student noncompliance from happening.

Time in and time out. A common reductive technique used to address student noncompliance is Time In/Time Out (TI/TO). Time out is when a student is removed from reinforcing stimuli for a period of time. Time in is an environment rich with reinforcement such as verbal praise and physical touch (Olmi, Sevier, & Nastasi, 1997).

Time in and Time out can be implemented separately as stand-alone interventions, but are most often paired as a packaged intervention. In two case studies (Olmi et al., 1997), examining the TI/TO procedure, participants' compliance increased significantly. The first participant was

a four-and-a-half-year-old boy whose compliance increased from 10% to 98% post treatment. A nine-year-old girls' throwing behavior fell from 77% to near 0% with the implementation of TI/TO. It is notable that the source of increased compliance (desire to maintain in time or avoid out time) cannot be determined based on this case study. However, in this study a single phase was implemented during treatment. The girl was given only time in, and time out was not included in this phase. Her noncompliance returned close to the baseline phase, however harmful avoidant behaviors were not included. The time in proved effective in eliminating challenging behaviors (Olmi et al., 1997).

Thumbs up procedure. The Thumbs Up Procedure is a class wide intervention, that focuses on individual compliance. The intervention involves a class wide game in which the teacher gives a thumbs up to the class prior to giving a command. If the student responds with a thumbs up, and initiates what has been asked, they receive points on their report card that can be used to qualify for a classroom prize drawing (Glass, Houlihan, Fatis, & Levine, 1993). In a study conducted by Glass et al. (1993), researchers studied the effectiveness of the Thumbs Up Procedure. Participants were an 11-year-old boy identified as noncompliant, and the other was an 11-year-old girl serving as a randomly selected control participant. The primary participant's compliance increased with the introduction of the Thumbs Up Program, and his compliance decreased during reversal phase. The randomly selected compliant peer's compliance remained relatively the same. The intervention was only introduced during math class, and the increase in student compliance did not generalize to other similar class situations.

Verbal reprimands. Verbal reprimands are often used to address challenging behavior. Many interventions use a form of verbal reprimand, including some of those previously described. A verbal reprimand is any verbal request from a teacher to correct an inappropriate

behavior from an individual student. Types of verbal reprimands include "do" and 'don't" requests in which a teacher gives a direct instruction to initiate a task, or discontinue a task. They may also include yelling, threatening, asking questions to initiate behavior, or giving a warning (Zeidner, 1988). In a survey of teachers, 99% of teachers reported using verbal reprimands to handle student misbehavior (Abramowitz, O'Leary, & Rosén, 1987). The type of verbal reprimand a teacher is using can significantly affect student compliance and well-being. For example, if expectations are unclear, students may not have the abilities to respond to reprimands. Teachers frequently use verbal reprimands, so it is important they are instructed in proper forms of verbal reprimands that will lead to the best outcomes for student compliance.

Alpha commands. Alpha commands are a specific form of verbal reprimand in which the teacher gives a clear and direct request to initiate an appropriate behavior. Alpha commands are meant to increase student compliance. The Alpha command includes specific and direct instruction given in the "do" form in a language that the child understands, and commands being given one at a time with a significant wait time following. For example, "Rory, put your library book in your backpack." Teachers are meant to present these commands in a positive tone and relatively quiet voice. In contrast to Alpha commands, are Beta commands, or ineffective commands. Typically, the beta command is in the form of a question, it is unclear about what exactly a child is meant to do, as they involve several commands given at once with little time for the student to do what has been requested (Starkweather-Lund, 2001). For example, "Rory, will you put that book in your backpack and then go sit on the rug?"

Starkweather-Lund (2001) trained three teachers to give effective Alpha Commands in response to noncompliance in their classrooms. In each teacher's classroom an individual student's noncompliance and academic behavior was tracked. In each classroom, effective

teacher command rates were significantly increased after the teachers underwent training on effective commands. Each student's compliance and academic behavior increased when an increased number of Alpha Commands were used. In a study tracking child compliance, compliance was defined as a child initiating the requested behavior within five seconds of the termination of the parental alpha command (Pisterman et al., 1989). In this study, researchers only tracked child compliance/noncompliance if an effective request was given. They found Beta Commands as ineffective for eliciting child compliance.

Praise. Praise is defined as "verbal acknowledgement of expected appropriate social or academic behavior exhibited by students" (p.113) (Cavanaugh, 2013). There are varying forms of praise including positive praise and specific praise. Positive praise is an expression of approval of behavior or expressed positive affect (i.e., Nice work!). Specific praise reinforces behavior, but also contextualizes the praise by specifically describing the positive behavior (i.e., You are doing such a good job at waiting patiently, thank you!) (Chalk & Bizo, 2004). Teachers are encouraged to use praise in their classroom to increase appropriate behavior and decrease noncompliance. Matheson and Shriver (2005) created a study where teachers were first introduced to giving appropriate requests. The second training teachers received was giving praise in conjunction with appropriate response to requests. Three students and three teachers were the participants in this study, and increases in compliance and academic behaviors occurred when praise was increased in each setting.

Reductive consequences. Research frequently highlights the importance of praise and positive reinforcement, but there is less research regarding the effects of negative or reductive consequences in maintaining student behavior. These reductive consequences can come in the form of positive punishment, which is the delivery of an unpleasant or aversive consequence or

outcome. The reductive consequence may also come in the form of a negative consequence which is the removal of a preferred stimulus or item (Wilder, Myers, Nicholson, Allison, & Fischerti, 2012).

In a school wide study Rosen (1984) studied the effectiveness of establishing clear school standards, rules, and routines, with pre-determined responses to disruptive behavior. In the four-year study, researchers discovered having pre-planned negative consequences for deviant behavior had positive effects in reducing disruptive behavior and the number of office referrals.

In a study examining the effect of negative and positive consequences on students' on task behavior, four experiments were conducted in a special education school for children with hyperactivity (Rosen et al., 1984). The study was a single subject design with baseline, no negative consequences for challenging behavior, no positive consequences for favorable behaviors, and additional baseline phases. Researchers found that in each replication the greatest decrease in on task behavior occurred during the no negative consequences phase. Thus, concluded that it is a highly important aspect of classroom management to have student negative consequences in place for student misbehavior.

The Precision Request

The Precession Request is a method commonly practiced in requesting student compliance. It is a form of verbal reprimand that is commonly used to train teachers and para educators in special education settings. The precision request is an expanded form of an Alpha command (See Figure 1). The precision request procedure consists of eight steps (Jenson et al., 2010):

Step one. The teacher explains the precision request procedure to the class and details consequences for non-compliance. For example, the teacher would describe the steps listed

below, and discuss with the class what the pre-planned consequences would be. This may involve a system the teacher currently has in place such as a token economy or point system. The consequences could be loss of recess or free time, loss of points or access to tangible, etc. However, this step is important because it establishes expectations with students prior to the delivery of the consequence.

Step two. The teacher makes a precision request using the child's name and the word please. "Alex, please clean up the markers." The teacher should make the request within 3 feet of the student, making eye contact.

Step three. The teacher waits 3 to 10 seconds with no further interaction with the student.

Step four. If the student complies, the teacher verbally reinforces the compliant behavior.

Step five. If the student does not comply within three to ten seconds, the teacher makes the request a second time, using the word "need" as a signal. "Alex, you need to clean up the markers" or "Alex, I need you to clean up the markers."

Step six. If the student complies, the teacher verbally reinforces the compliant behavior.

Step seven. If the student does not comply, the teacher follows through with the previously decided negative consequence. These are the consequences students have been informed of at the introduction of the intervention.

Step eight. After the teacher delivers the negative consequence, they repeat the precision request using the word "need," for example, "You need to clean up the markers." If the student is compliant they are verbally reinforced, if they are noncompliant, the teacher delivers the next

predetermined consequence. Differing sources cite various wait time requirements between requests ranging from 3 to 10 seconds (Jenson et al., 2010).

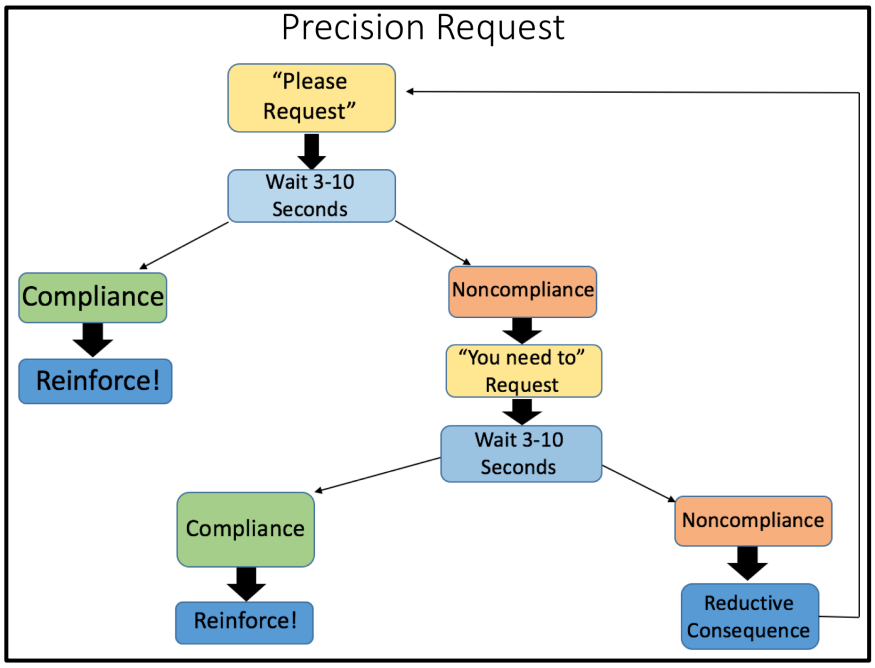

Figure 1. Precision request procedures diagram.

Several schools and behavior programs train educators to implement the precision request. *The Utah Least Restrictive Behavior Interventions Manual* teaches the precision request as an intervention proven to build consistency among staff as well as increase compliance (State of Utah Office of Education, 2015). The manual emphasizes the importance of having all staff use the same request pattern so as to create consistency in student requests.

The Components of the Precision Request

While limited research has been conducted to investigate the precision request intervention as a whole, there has been research to support the individual components of the precision request. The precision request consists of three interventions or techniques mentioned previously: Alpha Commands, Praise, and Reductive Consequences.

Alpha commands. The precision request uses a form of Alpha command, in which the teacher gives a specific and clear direction to initiate an appropriate behavior. The Alpha Command is an important element of the precision request, because an effective request is required to solicit student compliance. If it is unclear to a child what behaviors they are supposed to be initiating, they will be less likely to initiate, and less accountable for, compliance.

Praise. The precision request rewards or praises students after they have appropriately initiated the requested behavior. Praise is contingent on student compliance, and both positive as well as specific praise are acceptable in the precision request. Praise is offered when a student complies at any point in the precision request process. This provides potential reinforcement for compliant behaviors.

Reductive consequences. The precision request involves delivering a predetermined reductive consequence such as loss of recess time, receiving a frowny face sticker on a smile chart, loss of points, etc. As part of the precision request intervention, students are previously informed of the reductive consequences in place in their classroom.

The precision request consists of three research-based components: (a) the Alpha Command, (b) Praise, and (c) Reductive Consequences. With these interventions combined, the precision request seeks to address student noncompliance.

Conclusion

Noncompliance or failure to comply is a significant problem in the classroom setting. It is a problem that has been addressed through various interventions and programs. The precision request is an intervention in place that is meant to improve student compliance in the classroom. The precision request consists of three research-based components, the Alpha Command, Praise,

and Reductive Consequences. However, the precision request has not been studied with sufficient evidence to support it as an effective intervention at increasing student compliance.

CHAPTER 3

Method

Setting and Participants

This study took place in a self-contained special education classroom for third and fourth grade students with EBD in a public suburban elementary school serving students from pre-K through sixth grades. The school had approximately 469 students, with 48% receiving free and reduced-price lunch. The classroom served as a district wide catchment unit for students with the most significant behavior problems.

All observations occurred during social science instruction. Each day the instruction included the classroom teacher directing students to pick up their social science books one at a time. The lessons would involve the teacher calling on students to read a portion of the book and pausing for class discussion. The classroom teacher would include a variety of activities based on the content in the reading.

The teacher participant was a 53-year-old male teacher with 23 years of experience, and three years of experience teaching in a third and fourth grade EBD classroom. We recruited the participants by contacting principals, district behavior specialists, and school psychologists across three different districts. We asked them to recommend teachers who might be experiencing frequent noncompliance in their classroom, and who would be interested in participating in a study focused on improving student compliance. We selected the teacher participant based on the following criteria, (a) a self-reported problematic level of noncompliance among students, (b) not currently using precision requests, (c) willingness to have a Kubi teleconference system (https://www.revolverobotics.com/) in the classroom, (d) expressed desire to improve classroom management, and (e) currently teaching in a class

designed to serve students with Emotional Behavior Disorders. The teacher participant was awarded a $200 gift card honorarium for participating in the study.

There were eight students in the participating teacher's classroom; one student was female, and seven students were male. Three of the students were in third grade and five students were in fourth grade. Five of the students in the classroom were Caucasian; two students were Latino, one of whom spoke English as a second language. One student's parents opted for them not to participate in the study. This student left the class to receive instruction from a classroom aide during the observations. This classroom was exclusively for students who had been classified with an EBD.

Also present in the classroom were two full-time and one part-time classroom aides. All aides were female with one and a half, two, and three years of experience respectively. The teacher was the only adult participant in the study. Data on classroom aides' behavior were not collected.

The classroom layout included the teacher's desk at the front of the classroom facing the students' desks. There were eight desks that were organized in three lines facing the front of the classroom. All desks were spaced approximately three feet apart from one another. The classroom aides sat at a round table near the front of the classroom. There were two separate work tables in the classroom. Students were seated at their desks during observations.

The study was approved through the Institutional Review Board and through the school district to ensure the rights and welfare of participants were protected. Approved IRB consent forms were used to recruit participants (See Appendix A).

Data Collection

A Kubi teleconference robot, a videoconferencing system, was used for remote real-time observation using Zoom Video Communications (Video Conferencing, Web Conferencing, Webinars, Screen Sharing). Observations were recorded for later analysis. The system allowed for a tablet to be adjusted and moved to observe any area in a classroom, so as to be minimally intrusive. The Kubi was placed in the classroom on a bookshelf at the back of the room.

Data collectors included a second-year graduate student studying School Psychology and a Senior undergraduate student studying Psychology. Data collectors were trained by reading and reviewing the definitions of all dependent variables (See Appendix B). Practice videos were used to train data collectors how to code variables and to ensure inter-observer agreement. Training also included instruction on how to activate the Kubi and record observations using Zoom Video Communications system. Both data collectors received training on how to protect participant confidentiality and research data.

A data collector activated the Kubi from a remote location and recorded the observations daily. To combat the possibility of reactivity, a data collector activated the Kubi at the same time each day and moved it around without collecting data for three days prior to beginning the baseline phase. Each observation lasted 15 minutes and was conducted during the same time of day. The time selected to observe was social science reading at 11:00 am, because this is when the teacher reported the greatest amount of noncompliance. While observing the video feed, data collectors live coded the observations by recording the occurrence of dependent variables using a tablet equipped with an app called Behavior Observation Tool (BOT) (Behavioral Observation Tool (BOT)). The BOT system was used to collect frequency and fidelity data during each observation. Data collectors watched observation recordings a second time to calculate latency

data. They did this by watching the observation and counting the latency to compliance using the time stamp displayed on the video recording. They would record the latency to compliance for each request given (coding one second if participants responded immediately) in a spreadsheet, and used the spreadsheet to calculate the average latency for all requests given that day. Recorded observations were also used to evaluate inter-observer agreement.

Inter-Observer Agreement

To establish inter-observer agreement, data collectors double coded 30% of sessions across all phases. To establish the percent of agreement across observers, researchers compared the data from both data collectors for each double coded observation. Data collectors observed together in a practice setting to establish acceptable reliability. Inter-observer agreement was calculated for each of the following variables: teacher reductive consequences delivered, teacher precision requests delivered, teacher inaccurate precision requests delivered, teacher praise delivered, teacher reductive consequences delivered, student compliance, student noncompliance, and student latency to compliance. Overall inter-observer agreement was 93% (range = 86%-100%). Inter-observer agreement was calculated by calculating the inter-observer agreement for each variable and calculating the average of all variables. Some variables had lower occurrences (for example inaccurate precision requests or teacher reductive consequences delivered) as a result inter-observer agreement for these variables was lower, and this may have affected the overall inter-observer agreement rating. The inter-observer agreement for each of the variables was as follows: teacher reprimands/requests delivered 82% reliability (range = 50%-100%), teacher inaccurate requests delivered 82% reliability (range = 33%-100%), teacher precision requests delivered 95% reliability (range = 88%-100%), student compliance 95% reliability (range = 80%-100%), student noncompliance 100% reliability, teacher praise

delivered 93% reliability (range = 78%-100%), teacher delivery of reductive consequences 100% reliability, student latency to compliance 98% reliability (range = 91%-100%).

Dependent Variables

In this study, we collected data on four dependent variables including: (a) percent of compliance meaning the number of times a student complied divided by total requests given, (b) latency to compliance following teacher requests, (c) teacher praise, and (d) reductive consequences. Teacher requests were defined as any verbal request (academic or behavioral) directed to an individual student from a teacher to initiate or terminate a behavior. Requests could address academic behavior (e.g., "Write the correct answer on the line provided") or social behavior (e.g., "Please keep your hands to yourself"). Student compliance was defined as a student responding within 10 seconds by initiating the behavior the teacher had requested. In this study, any attempt to comply, even if unsuccessful, was counted as compliance. For example, if a child was asked to spell a word and engaged in the requested task, but spelled the word wrong, this was marked as compliance. Latency to compliance was defined as the time that transpired from the termination of the teacher's first request and the initiation of the student's compliance to the request. Teacher praise was defined as any form of verbal affirmation from teacher to students (e.g., Thank you! I like the way you walked quietly, etc.). Teacher delivery of reductive consequences was defined as any instance in which the teacher delivered some form of punishment. In this study, the teacher participant was using loss of free time as a reductive consequence prior to the study, and continued to use this as a reductive consequence throughout the study.

Independent Variable

A precision request was defined as described by Jenson et al. (2010) as consisting of the following steps: (a) a statement beginning with "Please," followed by a description of the desired behavior (e.g., "Please sit down"); (b) waiting at least 3 seconds (i.e., not delivering any additional requests); (c) praising compliance if it occurs; (d) in the case of continued noncompliance, restating the request beginning with the words, "You need to" (e.g., "You need to sit down"); (e) praising compliance if it occurs; and, (f) delivering a predetermined consequence in the case of continued noncompliance. In this study, the consequence the teacher had established in his classroom was loss of one minute of free time.

We recorded the occurrence of a precision request if the teacher completed all of the necessary steps to gain compliance or to reach the terminal consequence. For example, if a student complied after the "Please…" statement of the request, then a compliance of the precision request was recorded. However, if the teacher issued a "Please…" statement, the student did not comply, and the teacher failed to issue the "You need to…" statement, then an inaccurate precision request would be recorded instead of a precision request.

The participating teacher received one and a half hours of training along with follow up coaching as needed via email. Training procedure consisted of instruction, modeling, rehearsal, and feedback. We used a PowerPoint presentation to give the participating teacher a step-by-step explanation of the precision request and how to implement it in his classroom. The presentation included examples and non-examples, along with role play demonstrations. We set up practice situations to give the teacher an opportunity to use the precision request. We provided the participating teacher with posters outlining the precision request procedure for him to use as a classroom prompt (See Appendix C). Coaching consisted of having a researcher

observe the teacher using the precision requests and giving feedback through email, text message, and in-person conversation. This was continued throughout both treatment phases of the study to ensure implementation fidelity.

Implementation Fidelity

We collected implementation fidelity data on three levels. First, we collected fidelity data on the training and coaching that the participant received during the initial intervention phase. This assessment consisted of having the researcher doing the training complete a procedural checklist (See Appendix D) indicating which steps were completed and which were not. The training was delivered with 100% fidelity. The second level of implementation fidelity data were collected on the participant's use of the precision request. Within the BOT data collection system, we created a button to indicate when a precision request was incorrectly implemented. For example, if the teacher gave a "Please…" request followed by student noncompliance, but failed to then give the "You need to…" request, the data collector recorded an "incorrect precision request." In this case, we calculated implementation fidelity by dividing the number of correctly implemented precision requests by the total of correctly implemented plus incorrectly implemented precision requests. Implementation fidelity was calculated at 86%. We also created an implementation fidelity checklist for when the teacher introduced the intervention to his class. Researchers used the Kubi to observe the teacher present the intervention to his class. An implementation fidelity checklist (See Appendix D) was provided to the teacher and was used by researchers during the observation to ensure the intervention was taught to the class appropriately. The teacher successfully met all areas of training outlined on the checklist when teaching his class, the intervention.

Experimental Design

We elected to use an ABAB reversal design because of its strength to establish the experimental effect of an independent variable by demonstrating and replicating a functional relationship (Martella, Nelson, Morgan, Marchand-Martella, 2013). The teacher and students experienced a business-as-usual baseline phase, which consisted of (A) regular social science reading instruction and classroom management techniques previously used by the teacher, followed by (B) training and coaching during the first treatment phase. Then, researchers instructed the participant to stop using precision requests to establish the reversal phase (A), followed by the reintroduction of the precision request to reestablish the treatment phase (B). There was a week-long school break (spring) between the first treatment phase and reversal phase. Follow-up data were collected at two intervals after the termination of the second intervention phase.

Procedures

Initially, data collectors observed teachers and students in a practice classroom to test the dependent variable definitions. Once dependent variable definitions were tested and refined, researchers began collecting data in the participant's classroom. Video access was controlled from data collectors' computers. All researchers kept Kubi access and recorded observations in password protected folders.

Preliminary observations. Prior to collecting baseline data, we asked the teacher participant when the most consistently problematic periods of the day were in terms of noncompliance. The participant reported several times and indicated social science reading as one of the times of greatest challenging behaviors and noncompliance. We then observed the

class during social science reading to establish that noncompliance was occurring during this time.

Baseline. During the baseline condition, researchers instructed the participant to continue using any techniques or procedures that he would typically use to manage behavior in his classroom. During social science reading instruction, we observed the participants and recorded the data on the aforementioned dependent variables. The teacher participant received no training or feedback during the baseline phase. During this study, the second baseline phase occurred after a one-week school vacation (spring break) in which students and teacher had been away from school and the intervention for one week.

Intervention. In the intervention phase, researchers trained the teacher participant on how to deliver precision requests and provided a minimal amount of coaching until the participant reached fluency (i.e., five demonstrations at 100% accuracy) and continued to give coaching as needed after fluency was established. During this phase, researchers collected direct observation data on the dependent variables. After the second treatment phase, researchers conducted a two-week follow-up to assess the durability of the effect of both the precision request training on teacher behavior and the durability of the effect of precision requests on student behavior.

Social Validity

We evaluated the social validity of the precision request intervention in three ways. First, we asked the teacher participant to complete the Usage Rating Profile-Intervention Revised (URP-IR; Chafouleas, Briesch, & Riley-Tillman, 2011) to determine the ease of implementing the intervention, the extent to which he found the procedures acceptable, and the extent to which he perceived a meaningful change in the student's behavior as a result of the intervention.

Second, we asked all student participants to fill out the Children's Usage Rating Profile (CURP). A researcher read each individual item to assist the students as they filled out the rating profile. Third, we collected data on the frequency of the teacher participant's use of precision requests during a follow up observation two weeks after the termination of the study. Our purpose was to determine the extent to which the teacher participant continued to use the precision request after all contingencies for participating in the research study were removed.

CHAPTER 4

Results

Research Questions

The purpose of this study was to understand the impact of the precision request as a stand-alone intervention in an EBD Classroom in terms of percentage of student compliance, latency to compliance, teacher use of praise and reductive consequences, and social validity.

Findings indicated that with the implementation of the precision request, the percentage of student compliance increased over all (see Figure 2).

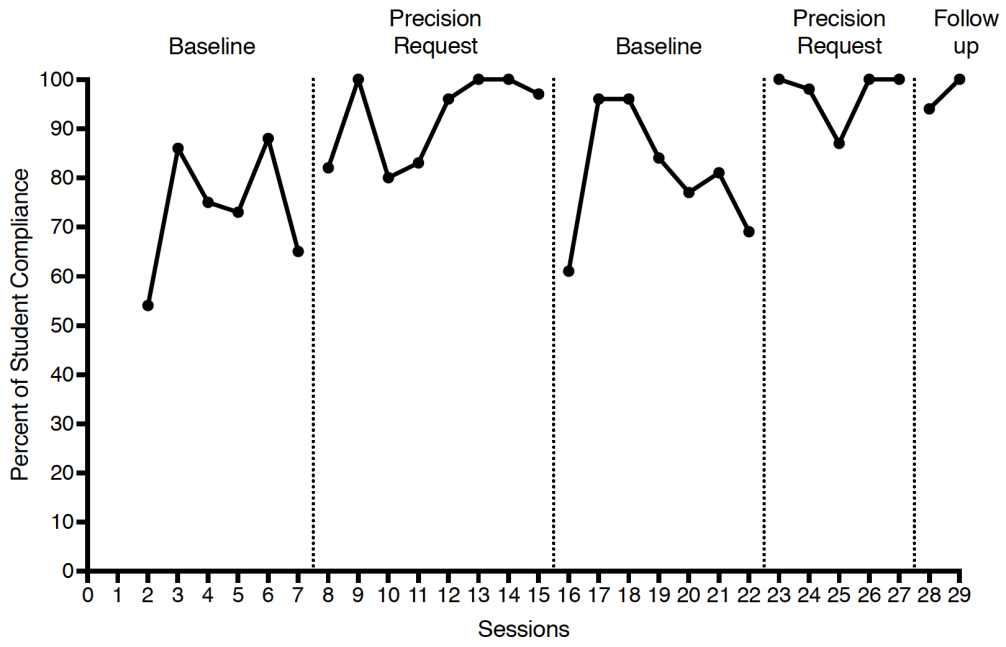

Figure 2. Percentage of compliance.

In the first baseline phase, student compliance averaged 74% and was variable (range 54% and 88%), at a moderate level, with no clear trend. Upon introducing the precision request, the students' percent of compliance remained variable over the first three sessions. Beginning with the fourth session, student compliance exhibited a clear upward trend reaching near or at 100%. This pattern continued for four sessions. The return to baseline occurred after a one-week

school vacation. Students' percent of compliance was at 61% on the first day back, but quickly rose to 96% for two sessions. The students' percentage compliance then decreased on a downward trend over the next four sessions reaching a low of 69% compliance, returning to levels observed in the first baseline phase. At the reintroduction of the precision request, student percentage compliance immediately jumped to 100% with student percentage compliance remaining high for all five sessions (averaging 97% across sessions). At a two-week follow-up observation students' percentage compliance remained high with 94% and 100% across two observations. The net effect of the precision request was to increase student compliance from an average of 74% to an average of 97% for a 23 percentage-point increase in compliance.

There was a slight increase in student latency to compliance when the precision request was first introduced, but overall there was little meaningful change in student latency to compliance between phases other than a decrease in the variability of latency to compliance over time (see Figure 3).

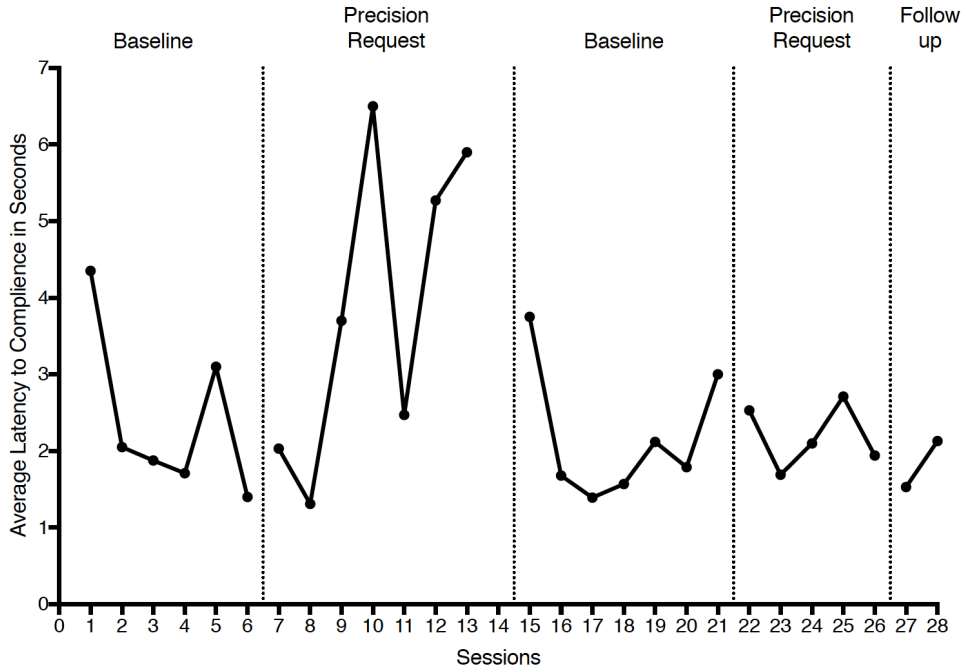

Figure 3. Student latency to compliance.

In the first baseline phase there was some variability in student latency (range 1.4 – 4.35 seconds) with a slight downward trend. Average latency to compliance during the first baseline phase was 2.41 seconds. Upon the introduction of the precision request, there was high variability in student latency to compliance (range 1.31-5.27) at a moderate level with a slight upward trend. Average latency to compliance during the first intervention phase was 3.88 seconds. Following the one-week school vacation, student latency to compliance was fairly steady with latency similar to rates in the first baseline phase. Average latency to compliance during the second baseline phase was 2.19 seconds. With the re-introduction of the precision request, student latency rates were low and steady with no clear trend. Average latency to compliance during the second treatment phase was 2.19 seconds. During the follow-up observations, student latency remained at rates similar to rates observed at various phases of the study. Average latency to compliance during the follow-up observation phase was 1.83 seconds.

Teacher behavior also improved with the implementation of the precision request. Our findings indicated that teacher praise rates increased with the implementation of the precision request, while reductive consequences delivered remained constant between intervention phases (see Figure 4).

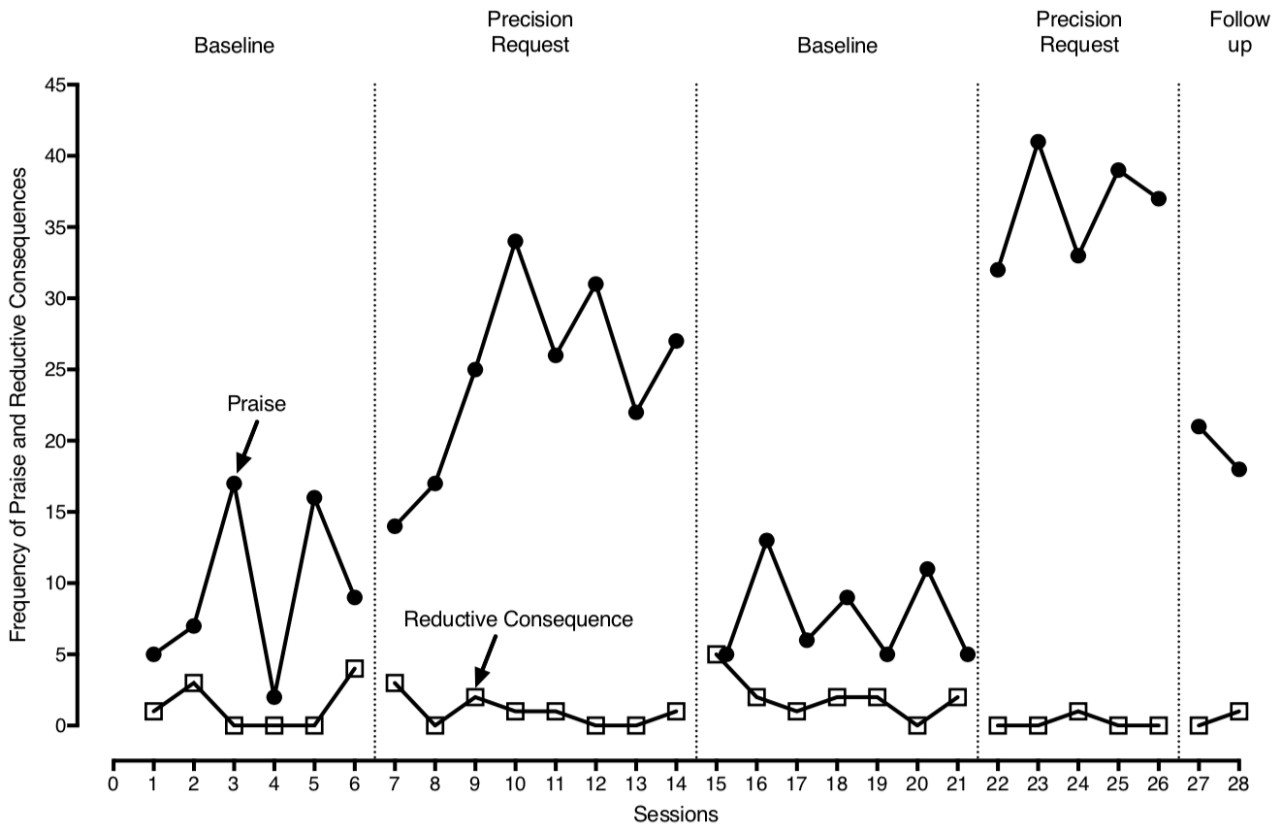

Figure 4. Teacher use of praise and reductive consequences.

During the first baseline phase, teacher praise rates were low (average 9.3 occurrences of teacher praise per session) and variable (range 2-17) with no clear trend. With the introduction of the precision request, teacher praise rates were moderately high (average 24.5) with some variability (range 14-34) and an upward trend. Following the one-week school vacation, during the return to baseline, teacher praise rates were low (average 7.7), slightly variable (range 5-13), with no clear trend line. During the second treatment phase, teacher praise rates were high (average 36.4) with some variability (range 32-41) and no clear trend. During the follow-up observation phase, teacher praise rates remained higher than in baseline phases, but lower than treatment phases (average 19.5). In comparison, teacher delivery of reductive consequences was relatively low with little variability and no clear trend across all phases. The teacher delivered an average of 1.3 reductive consequences during the first baseline phase, 1 during the first

intervention phase, 2 during the second baseline phase, 0.2 during the second intervention phase, and 0.5 during the follow-up observation phase. Teacher delivery of reductive consequences decreased during intervention phases.

Social Validity

Researchers collected maintenance data two weeks following the discontinuance of the study. One measure of the social validity of the precision request was the teacher's continued used of the intervention. The teacher was told that his classroom would be observed in the same way and at the same time as it had previously been observed. The teacher was instructed to teach as he normally would. The purpose of this follow-up was to determine if the teacher was still using the precision request after the study had ceased, and if the intervention was still effective with students at this time (see Figure 5).

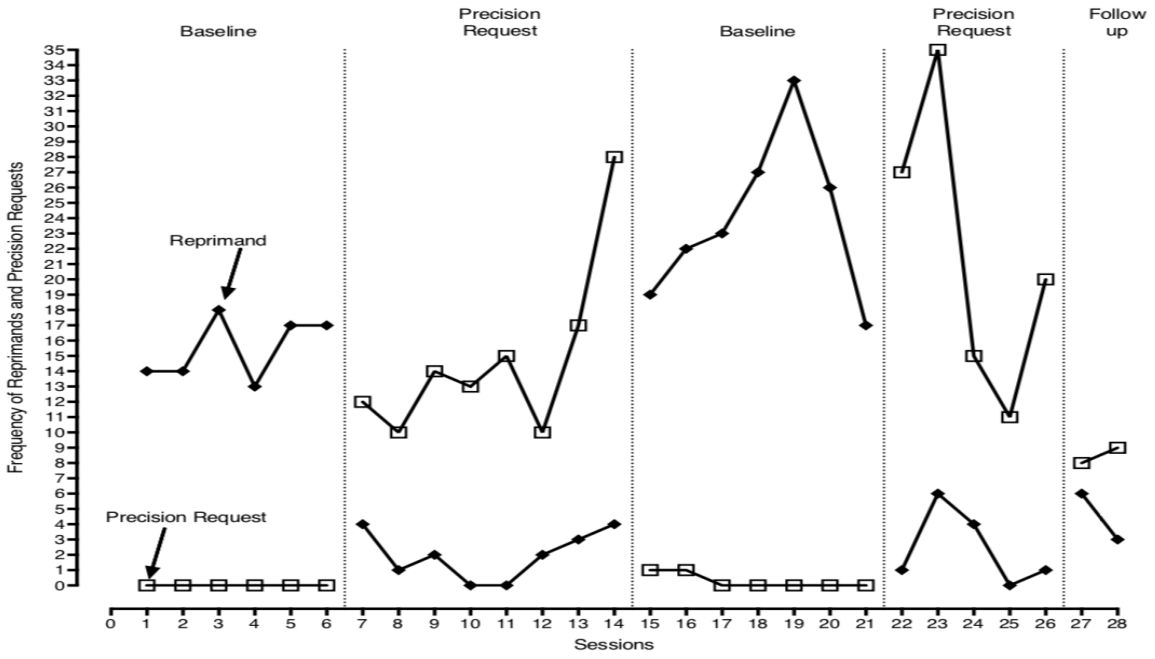

Figure 5. Frequency of reprimands and precision requests

As demonstrated in figure 4, two weeks following the intervention, the teacher participant was still using more precision requests than in baseline phases. However, he was using less precision requests than he had during the treatment phases of the study. Student percentage

compliance remained high (the same level as during the treatment phases of the study). Teacher praise remained significantly higher than during the baseline phases of the study, while reductive consequences delivered remained low, and consistent to what it had been throughout the study.

In an interview with the teacher participant following the collection of maintenance data, he shared his opinion that the precision request was a good tool for increasing student compliance, but not appropriate in every setting in which a teacher may request student compliance (for example in situations of extreme aggression). The maintenance data collected reflected this opinion as he used the precision request less in this phase. In that same interview the teacher participant shared his perception that the precision request did not disrupt his teaching, but rather enhanced it. He shared that he enjoyed the positive tone of the intervention, and that it was a good reminder for students to monitor their behavior and use good manners.

The Usage Rating Profile-Intervention Revised (URP-I), as described in the method section, measures the interventionist's perception of acceptability, understanding, family school collaboration, feasibility, system climate and system support. The scores are rated on a scale of one to six, with six being strong. Two scores will be reported, the combined rating of the teacher participant and the three classroom aides, and the teacher participant's independent rating. The areas reported and the given ratings are as follows: Acceptability (reliability =.95) is meant to describe the appropriateness of the intervention. The combined rating for acceptability was 5.11, the teacher participant rating was 4.89. Understanding (reliability =.79) describes how well interventionists knew how to implement the intervention. The combined rating for understanding was 5.11, the teacher participant rating was 5.00. Feasibility (reliability =.88) refers to how realistic it is to implement the intervention (i.e., considering time, money, effort required). The combined rating for feasibility was 5.11, the teacher participant rating was 5.00.

Family school collaboration (reliability =.78) considers how the family and educators would need to communicate and collaborate to implement effectively. The combined rating for Family School collaboration was 4.89, the teacher participant rating was 4.00. System Climate (reliability =.91) measures how compatible the intervention is with the current culture or atmosphere of the school. The combined rating for System Climate was 5.07, the teacher participant rating was 5.00. System Support (reliability =.67) refers to the need for external support in implementing the intervention. The combined rating for System Support was 2.11, the teacher participant rating was 1.33. Reliability is reported as low for the System Support category, because the instrument only contains three questions referring to this area (Briesch, Chafouleas, Neugebauer, & Riley-Tillman, 2013; Chafouleas et al., 2011).

The CURP-Actual measures children's perception of interventions in the areas of Personal Desirability, Feasibility, and Understanding. These ratings are done on a scale of one to four, with four being a strong measure. The students in the classroom were given the CURP-Actual and their average rating for each area is listed as follows: The average rating reported in the area of desirability was 3.38, the average rating reported in the area of Feasibility was 2.14, and the average rating reported in the area of Understanding was 3.24. Example questions from the CURP-Actual are "This was too much work for me," "This is a good way to help students, and "It is clear what the adult needed to do." Some students in the classroom appeared confused when filling out the rating scale, and their answers may have been impacted by a lack of understanding.

CHAPTER 5

Discussion

The Current Study

In previous research studies, the precision request was included in a packaged intervention. DeMartini et al. (2000) found the precision request, when combined with other classroom interventions, to be an effective intervention for requesting student compliance in the special education classroom. The precision request was studied in the EBD classroom as part of a packaged intervention in which classroom compliance was increased (Musser et al., 2001). The precision request was also studied in the home setting, in which it was found to be an effective intervention when working with an individual with intellectual disability (Mckay et al., 2001). Prior research established the precision request as an effective intervention in the home setting and as part of a packaged intervention. The present study established the precision request as an effective stand-alone intervention in the EBD classroom. This study was meant to provide preliminary empirical support for the use of the precision request.

This study provided evidence that the precision request intervention is effective as an intervention requesting compliance in the EBD classroom. There was a greater percentage of classroom compliance during the implementation of the precision request than during the baseline phases (see Figure 6).

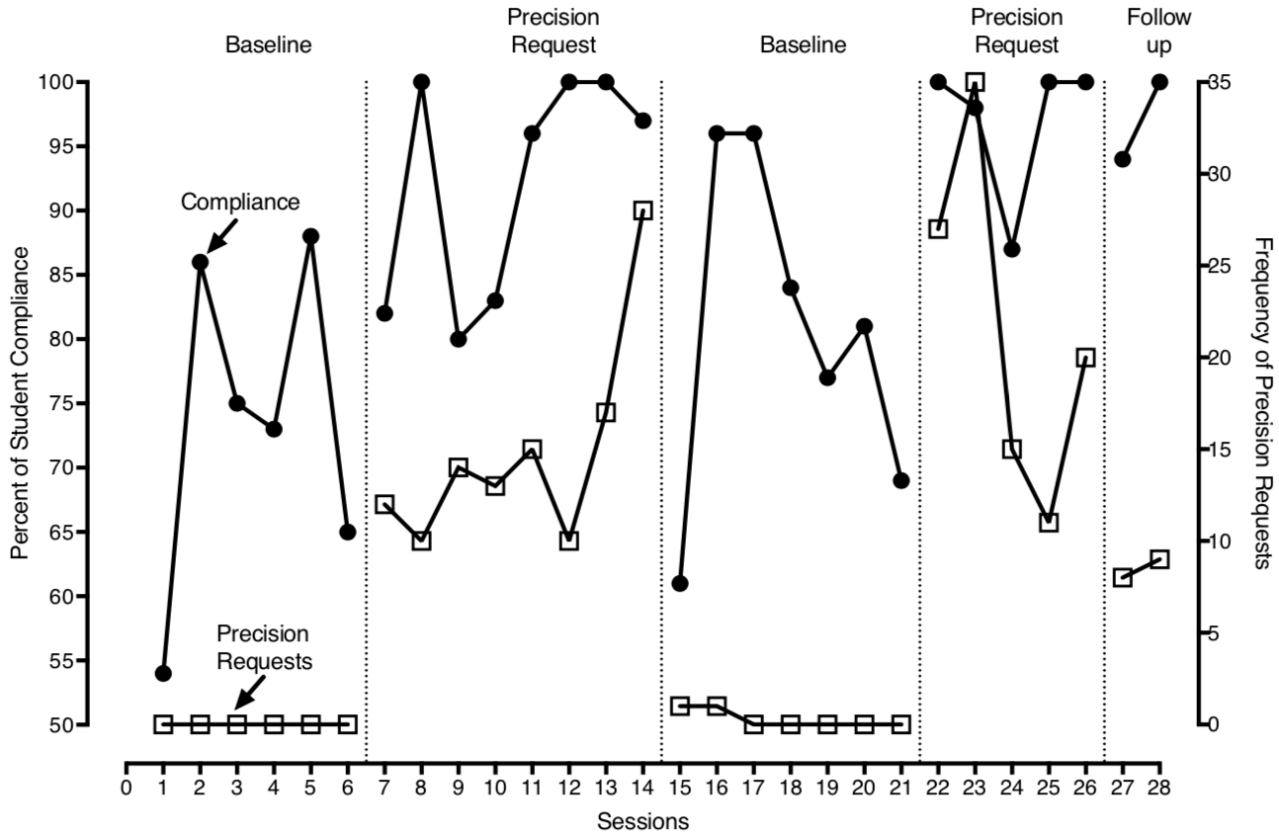

Figure 6. Percent of student compliance and frequency of precision requests

Student percentage compliance was variable during the first treatment phase, because students were learning the contingency. During the second treatment phase, students had learned the intervention and data was steady.

During the first treatment phase, there was a temporary increase in latency to compliance because students were learning the intervention, once students learned the intervention there was no impact on student latency to compliance, and the intervention did not result in an increased latency to compliance.

During the first reversal phase, there was a significant drop in student compliance. It is important to note that this was the first day back to school after a one-week school vacation. Student compliance may have been impacted by the break. The following two data points were similar to the intervention phase; however, compliance drops steadily after that. There may have

been behavioral momentum carrying over from the intervention, and it took a few days for the momentum from the intervention to wear off.

This study also demonstrated that implementation of the precision request may result in an increase of teacher use of praise. Prior research has established that an increased use of praise in the classroom is effective in improving student behavior (Matheson & Shriver, 2005). There was a definite pattern of change in teacher behavior in terms of teacher praise. During both treatment phases, the use of the precision request resulted in an increase in teacher praise behavior. There was no impact on teacher delivery of reductive consequence behavior, in all four phases of the study the reductive consequences used remained relatively similar. Findings indicate an increase in percent of student compliance related to an increase in teacher praise (see Figure 7).

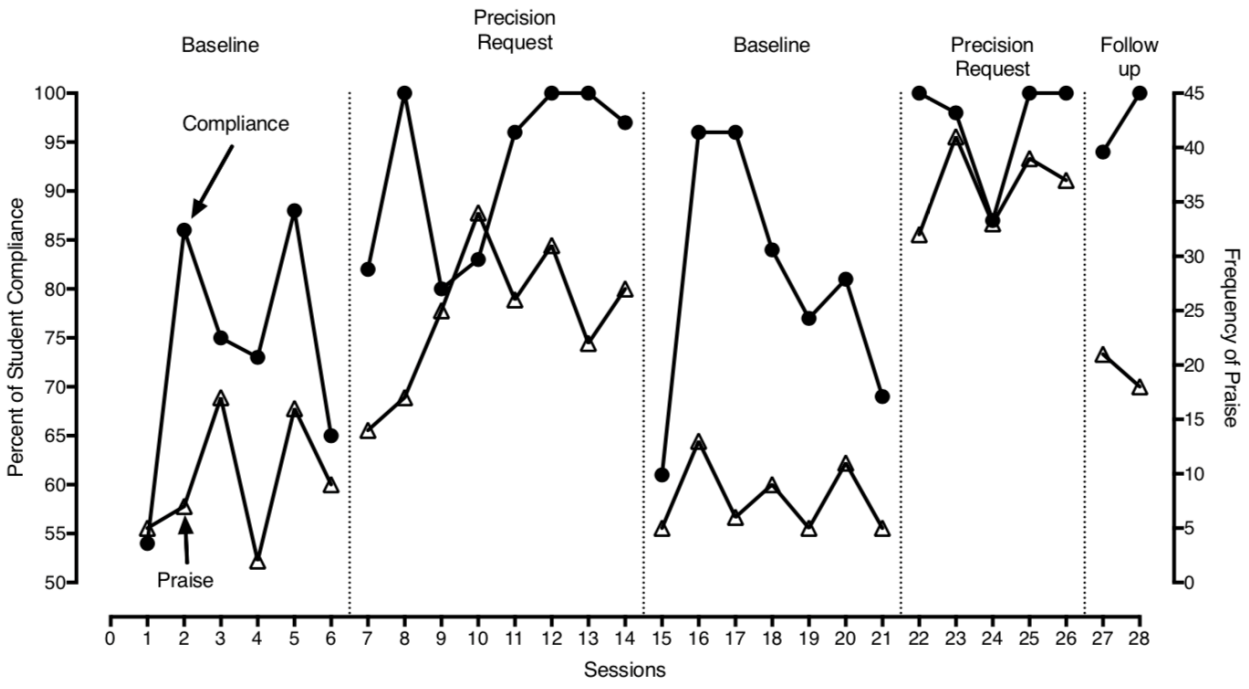

Figure 7. Percent of student compliance and frequency of praise

Findings from the present study suggest that the threat of reductive consequence had little to no impact on student behavior.

Social validity findings suggest that the precision request intervention was considered a socially valid intervention among both students and teachers. Teachers may choose to use the precision request in their classroom to address relevant behaviors, while relying on different intervention for more serious behaviors. Teachers may find the precision request more effective with some students, while they may find that other students may not respond as preferably to this intervention. Students in the EBD classroom may also find the precision request study to be an effective and meaningful intervention.

Implications

Teachers in Emotional/Behavioral Disorder classrooms may choose to use the precision request as an effective intervention to solicit compliance in the classroom. The precision request should be implemented with fidelity as described in the current study. Teachers may also want to consider using an increase in praise in the classroom to support student compliance. The current study implies that praise may be the most effective component of the precision request intervention, however further information and research is needed because the individual components of the precision request were not part of this study. Although this study provided a foundation of evidence supporting the precision request, additional research and study are needed in order for the precision request to be an evidence-based practice.

The precision request is a low cost, low effort intervention. It can be implemented with few supplies and does not greatly alter the classroom routine of teachers. Training required for teachers to implement the precision request is fairly simple. In this study the participating teacher was able to implement the intervention following a one-hour training and feedback. Teachers may choose to use the precision request in their classroom because of the ease of implementation. The precision request may also be well received in the classroom because it is a

positive, prevention focused intervention. It was described as an effective antecedent altering intervention in the EBD classroom (Landrum et al., 2003).

Limitations and Future Research

One of the limitations to this study was that the effectiveness of the precision request was studied in only one EBD classroom setting. Future research is needed to understand if the results seen in this classroom would be replicated in other EBD classroom settings. In addition, future research is needed to understand if the precision request is an effective intervention in other classroom settings, for example in secondary settings, special education classrooms, with at risk students, and general education classrooms. This study was limited to a small cultural sample, and further research is also needed to better understand the value and usefulness of the precision request among various culture groups.

Another limitation to this study was that only whole classroom data was taken, and it is possible that individual students responded differently to the intervention. Additional research is needed to evaluate the effects of the precision request on individual student behavior.

This study did not look at the individual components of the precision request, but rather the intervention as a whole. While student percentage of compliance increased with the introduction of the precision request, it is unclear what component of the precision request intervention lead to this increase in compliance. The increase in compliance could be attributable to the overall structure of the precision request, the increase in teacher praise, or a combination of both. Future research is needed to understand which component of the precision request lead to the increase in percentage of student compliance.

Conclusion

The precision request is an intervention meant to increase student compliance. Previously the intervention has been studied as a packaged intervention and in the home setting. The purpose of this study was to examine the effectiveness of the precision request as a stand-alone intervention in the EBD classroom. Findings from this study suggest the precision request is an effective intervention at requesting compliance in the EBD classroom, and that praise was an important element to the intervention. Future research is recommended to understand the effectiveness of the precision request in both EBD and other classroom settings.

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APPENDIX A

Consent Forms

Parental Permission for a Minor

Introduction

My name is Christian Sabey. I am a professor from Brigham Young University. Together with Marcie Calder, graduate student, we are conducting a research study about how a verbal prompting strategy called Precision Request effects the compliance of students to teacher requests. We are inviting your child to take part in the research because he/she is in the class of a teacher that has volunteered to participate in this study.

Procedures

If you agree to let your child participate in this research study, the following will occur:

- Your child will be observed while the teacher is teaching and using Precision Requests via a secure video feed and data will be collected on his/her compliance with the teacher's requests. Videos will be saved on a secure encrypted and password protected computer that only the researchers will have access to. Names of students and other personally identifiable information will not be collected as part of the data collection.

- At the end of the study the researchers will ask your child to complete a questionnaire to determine how much your child liked the Precision Requests and how effective they were for your child.

- If you chose to withdraw your child from the study, the KUBI recording system will be placed so that your child is out of view. No research data will be recorded for your child.

Risks

Although it is not anticipated that this study will pose any significant risk, all research has some risk. The risks of participating in this research may include mild emotional stress related to a new classroom procedure and being observed by researchers. Additionally, there is a risk of loss of privacy or of being observed by someone other than a researcher should there be a problem with the observation technology. The researchers will minimize these risks by ensuring that the teacher is well trained to implement the Precision Requests to minimize stress. No personally identifiable information (e.g., name, grades, etc.) will be collected about your child, however the recorded sessions may contain information that identifies your child (such as name). These recorded sessions will be securely protected, and only available to research personnel. Additionally, the researchers will use inconspicuous observation methods (i.e., remote observation) and keep all passwords that allow access to the observation technology in a password-protected file.

Confidentiality

The research data, including consent forms and observation forms, will be kept on a secure cloud based storage service called Box, which is a HIPPA compliant service. The data will have two layer of password protection; one layer to access the service and one layer to access the file with research data. The researchers will use an alias in the place of your child's name on any records so that your child's name will not be on any forms other than this form. Finally, the researchers will use an alias for your child's name in all meetings and conversations that could be overheard

by individuals not directly involved in this research. In compliance with the recommendations of the American Psychological Association, the data will be kept for 7 years and then destroyed. Observation recordings will only be used for data transcription purposes and will only be viewed by research personnel.

Benefits

There are no direct benefits for your child's participation in this project. However, this research could be a meaningful contribution to special education. The purpose of this research is to better understand a specific intervention, the Precision Request, and its effectiveness in improving classroom management.

Compensation

There will be no compensation for participation in this project.

Questions about the Research

Please direct any further questions about the study to Marcie Calder at Marciecalder@gmail.com or 801.319.8821. You may also contact Christian Sabey at Christian_Sabey@byu.edu or 801.422.8361.

Questions about your child's rights as a study participant or to submit comment or complaints about the study should be directed to the IRB Administrator, Brigham Young University, A-285 ASB, Provo, UT 84602. Call (801) 422-1461 or send emails to irb@byu.edu.

You have been given a copy of this consent form to keep.

Participation

Participation in this research study is voluntary. You are free to decline to have your child participate in this research study. You may withdraw your child's participation at any point without affecting your child's grade/standing in school, treatment, or benefits, etc.

Child's Name: _____

Parent Name: _____ Signature: _____ Date: _____

Consent to Participate in Research

Introduction

This research study is being conducted by Christian Sabey PhD, BCBA-D and Marcie Calder, BS at Brigham Young University, Counseling Psychology and Special Education Department, to determine the effect of a verbal reprimand strategy called *Precision Request* on the compliance of students to teacher requests. You were invited to participate because you are a special education teacher, or special education teacher and because you expressed interest in participating.

Procedures

If you agree to participate in this research study, the following will occur:

- The researchers will conduct a preliminary (baseline) observations of your class during regular instruction via live-stream video. Observations will be conducted daily and last for approximately 15 minutes each.
- You will receive training and coaching as well as supplies needed for implementing Precision Requests.
- You will be observed using Precision Requests during your regular teaching. Observations will be recorded for data collection purposes, and recordings will be stored on an encrypted and password protected computer.
- After seven years the videos will be destroyed, as per American Psychological Association recommendations.
- The researchers will measure your use of Precision Requests and the compliance of the students to these requests.
- For a period of time you will stop using Precision Requests and then resume using them again.
- At the end of the study you will complete a questionnaire to measure how well you liked using Precision Requests and how effective you felt they were.
- The total time commitment for this study will be between 360 and 1,000 minutes depending on how long observations last and how many sessions are required. Observations are planned for fifteen minutes, however as data collection begins and it is determined a longer observation is required each day to accurately capture classroom behavior, we will ask for your permission to extend the observation length. Observations are planned to occur daily for approximately 5-8 weeks. Again, if the observation period needs to be extended, for example to obtain steady data, we will ask your permission. There will be approximately 60 minutes of on sight training factored into the above figures. We will come to your school and provide a training on the Precision Request.
- For your participation in this study, you will receive an honorarium in the form of a $200 Visa gift card. This gift card is to thank you for your participation and is not contingent upon research results. It will be distributed at the end of the observation period.

Risks/Discomforts

Although it is not anticipated that this study will pose any significant risk, all research has some risk. The risks of participating in this research may include, (a) the emotional discomfort of adopting a new and unfamiliar practice, (b) the possible emotional discomfort of adopting a practice that does not effectively change behavior, (c) the social stress of being observed while

teaching, and (d) the social stress of being observed by someone other than a researcher in this study, should there be a mishap with the observation and filming technology.
To minimize these risks, the researchers will (a) ensure that you are well trained to implement the Precision Requests, (b) terminate the study should it be determined that the use of Precision Requests is not having the desired effect on student behavior, (c) use remote technology to make sure the observations are as inconspicuous as possible, (d) maintain all passwords that allow access to the observation technology and observation recordings in a secure and password-protected location.

Benefits/ Confidentiality
There are no direct benefits to you for participating in this study; however, it will allow the researchers to better understand how Precision Requests influence noncompliance.
The research data, including consent forms and observation forms, will be kept on a secure cloud based storage service called Box, which is a HIPPA compliant service. The data will have two layer of password protection; one layer to access the service and one layer to access the file with research data. The researchers will use an alias in the place of your name on any records so that your name will not be on any forms other than this form. Finally, the researchers will use an alias for your name in all meetings and conversations that could be overheard by individuals not directly involved in this research. In compliance with the recommendations of the American Psychological Association, the data will be kept for 7 years and then destroyed. Research observation recordings will be stored to private research computers and will be double password protected. Observation recordings will only be used for data transcription purposes and will only be viewed by research personnel.

Compensation
You will be awarded $200 Visa gift card honorarium at the end of the observation period and your participation in the study. This gift card is to thank you for your participation and is not contingent upon research results. If you chose to withdraw from the study early, your honorarium will be prorated at a rate of $0.20 per minute participated.

Participation
Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without affecting your class, position, or standing in the school, district or with the University.

Questions about the Research
If you have questions regarding this study, you may contact Christian Sabey at Christian_sabey@byu.edu or 801.422.8361 for further information.

Questions about Your Rights as Research Participants
If you have questions regarding your rights as a research participant contact IRB Administrator at (801) 422-1461; A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu.
Statement of Consent. I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name (Printed):_____ Signature_____ Date:_____

Consent to Participate in Research

Introduction

This research study is being conducted by Christian Sabey PhD, BCBA-D and Marcie Calder, BS at Brigham Young University, Counseling Psychology and Special Education Department, to determine the effect of a verbal reprimand strategy called *Precision Request* on the compliance of students to teacher requests. You were invited to participate because you are a special education teacher, or para educator and because you expressed interest in participating.

Procedures

If you agree to participate in this research study, the following will occur:

- The researchers will conduct a preliminary (baseline) observations of your class during regular instruction via live-stream video. Observations will be conducted daily and last for approximately 15 minutes each.
- You will receive training and coaching as well as supplies needed for implementing Precision Requests.
- You will be observed using Precision Requests during your regular teaching. Observations will be recorded for data collection purposes, and recordings will be stored on an encrypted and password protected computer.
- After seven years the videos will be destroyed, as per American Psychological Association recommendations.
- The researchers will measure your use of Precision Requests and the compliance of the students to these requests.
- For a period of time you will stop using Precision Requests and then resume using them again.
- At the end of the study you will complete a questionnaire to measure how well you liked using Precision Requests and how effective you felt they were.
- The total time commitment for this study will be between 360 and 1,000 minutes depending on how long observations last and how many sessions are required. Observations are planned for fifteen minutes, however as data collection begins and it is determined a longer observation is required each day to accurately capture classroom behavior, we will ask for your permission to extend the observation length. Observations are planned to occur daily for approximately 5-8 weeks. Again, if the observation period needs to be extended, for example to obtain steady data, we will ask your permission. There will be approximately 60 minutes of on sight training factored into the above figures. We will come to your school and provide a training on the Precision Request.

Risks/Discomforts

Although it is not anticipated that this study will pose any significant risk, all research has some risk. The risks of participating in this research may include, (a) the emotional discomfort of adopting a new and unfamiliar practice, (b) the possible emotional discomfort of adopting a practice that does not effectively change behavior, (c) the social stress of being observed while teaching, and (d) the social stress of being observed by someone other than a researcher in this study, should there be a mishap with the observation and filming technology.

To minimize these risks, the researchers will (a) ensure that you are well trained to implement the Precision Requests, (b) terminate the study should it be determined that the use of Precision Requests is not having the desired effect on student behavior, (c) use remote technology to make

sure the observations are as inconspicuous as possible, (d) maintain all passwords that allow access to the observation technology and observation recordings in a secure and password-protected location.

Benefits

There are no direct benefits to you for participating in this study; however, it will allow the researchers to better understand how Precision Requests influence noncompliance.

Confidentiality

The research data, including consent forms and observation forms, will be kept on a secure cloud based storage service called Box, which is a HIPPA compliant service. The data will have two layer of password protection; one layer to access the service and one layer to access the file with research data. The researchers will use an alias in the place of your name on any records so that your name will not be on any forms other than this form. Finally, the researchers will use an alias for your name in all meetings and conversations that could be overheard by individuals not directly involved in this research. In compliance with the recommendations of the American Psychological Association, the data will be kept for 7 years and then destroyed. Research observation recordings will be stored to private research computers and will be double password protected. Observation recordings will only be used for data transcription purposes and will only be viewed by research personnel.

Compensation

You will not be compensated for your participation in this study.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without affecting your class, position, or standing in the school, district or with the University.

Questions about the Research

If you have questions regarding this study, you may contact Christian Sabey at Christian_sabey@byu.edu or 801.422.8361 for further information.

Questions about Your Rights as Research Participants

If you have questions regarding your rights as a research participant contact IRB Administrator at (801) 422-1461; A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name (Printed):_____ Signature _____ Date:_____

Video Release Form

As part of the BYU research project, we will video record the class, including your child, during their participation in the research. The video recordings will be of the whole classroom, and will focus on teacher instruction. Please indicate what uses of this video you are willing to permit, by initialing next to the uses you agree to and signing at the end. This choice is completely up to you. I will only use the video in the ways that you agree to. In any use of the video, your child will not be identified by name.

_____ Video can be studied by the research team for use in the research project.
_____ Video can be used for scientific publications.

I have read the above descriptions and give my express written consent for the use of the video as indicated by my initials above.

Name (Printed):_____ Signature:_____ Date:_____

APPENDIX B

Data Collection

Dependent Variable Definitions, Examples and Non-examples

Examples and non-examples were taken from experiences during practice data collection.

Compliance

Definition: A student responds within ten seconds by initiating what the teacher has requested. In this study any attempt to comply (even if unsuccessful) is counted as compliance.
Examples: Teacher "Jimmy, what is five plus five?" Student: "ten" Attempt to comply: Teacher: Billy, write the word happy. Billy spells happy wrong.
Non-example: Jimmy complies after 10 seconds. You would count this as noncompliance, but mark the point when he does comply to measure latency.

Noncompliance

Definition: The student does not initiate what the teacher has requested within ten seconds. Or requiring a physical prompt to complete task.
Examples: "Jimmy, put your book away." Jimmy remains playing with his toys, and does not initiate in requested behavior.
Non-example: Jimmy hesitates, but puts his book away after eight seconds. This would be considered compliance.

Precision Request

Definition: The teacher makes a start request (i.e., requests the student initiate behavior rather discontinue it) using the word "please" (e.g., "Please write your name."). The teacher waits five to ten seconds, and either verbally reinforces compliant behavior, or, if the student does not comply, gives a second start request using the word "need" (e.g., "You need to write your name."). The teacher waits five to ten seconds and either praises compliant behavior or delivers a predetermined reductive consequence if the student is noncompliant.
Non-examples: Teacher: "Taylor, please stop jumping up and down."- this is in a question form and is not a true Precision Request.

Inaccurate Precision Request

Definition: The teacher initiates a Precision Request, and does not finish. The teacher gives a stop request instead of start request. The teacher waits for fewer than five or more than ten seconds before giving the next command.

Request

Definition: Any verbal request (academic or behavioral) directed to an individual student from a teacher to initiate or terminate a behavior. If the teacher is requesting compliance for an action the student cannot immediately comply to, we will not count this for the sake of this study.
Non-examples: Teacher corrects, but does not give specific instruction. e.g., “Ally, your J is backwards.”

Teacher Praise

Definition: Teacher delivers a reinforcing statement directed towards a student. e.g., “Thank you for sitting in your chair Yoojin!” “I love the way you are following directions Timothy!” “You are really working hard today Cedric.”

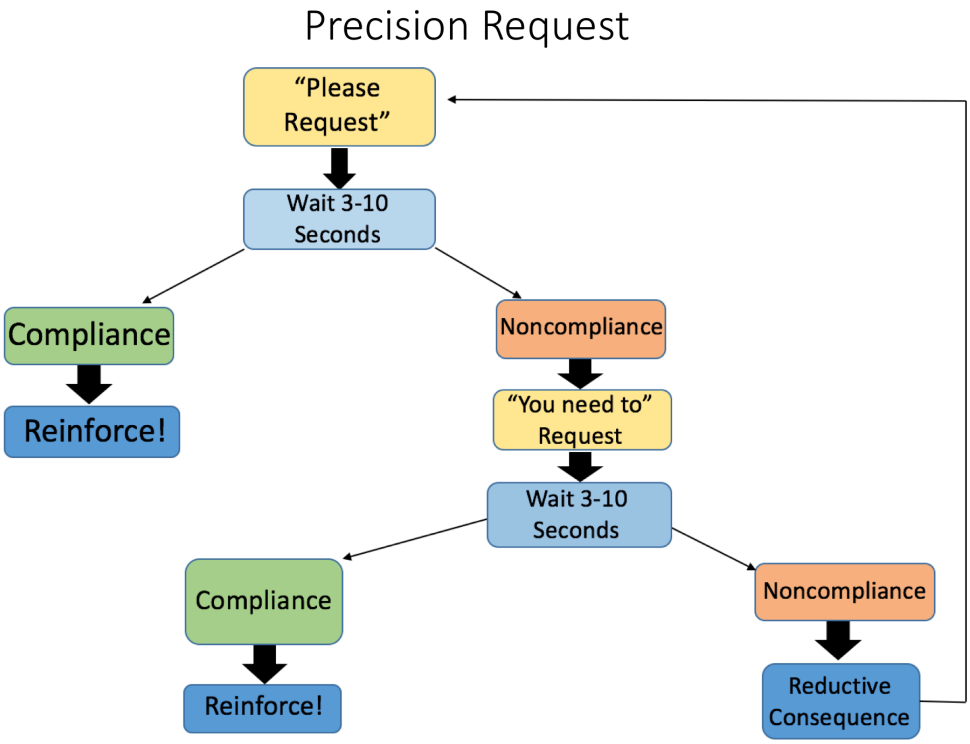
Reductive Consequence

Definition: The teacher delivers a punishing consequence to an individual student. e.g., loss of one-minute free time, etc.

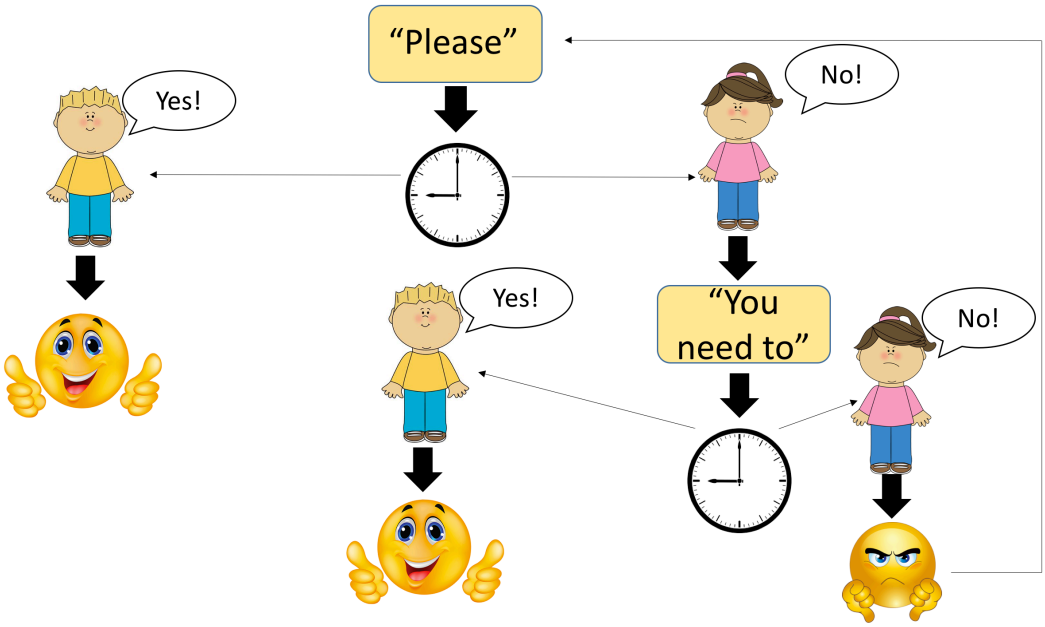
APPENDIX C

Teacher Training Materials

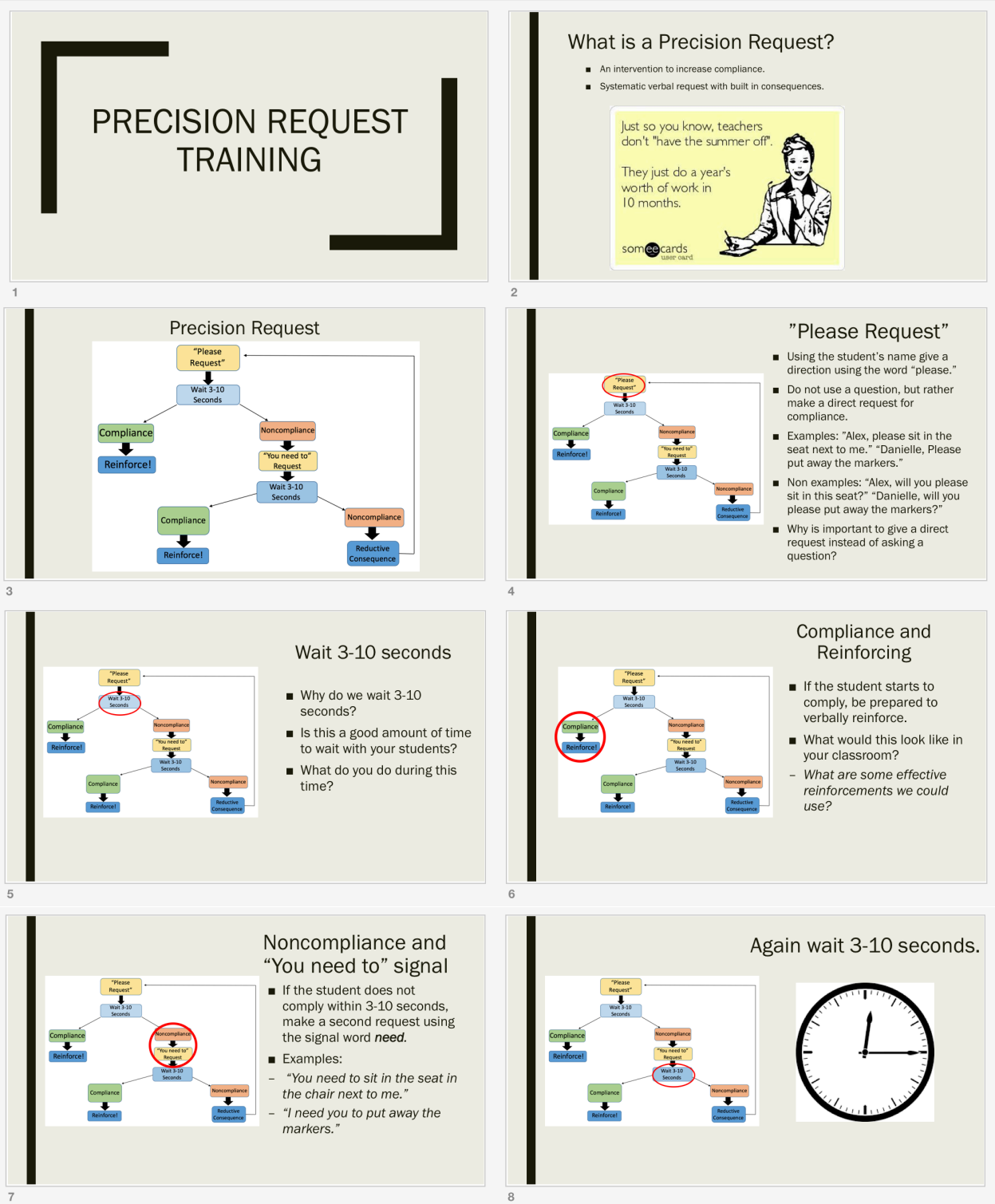
Teacher Poster



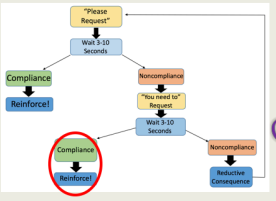
Modified Classroom Poster



Training Slides



Compliance and Reinforcement



- If the student starts to comply, verbally reinforce.

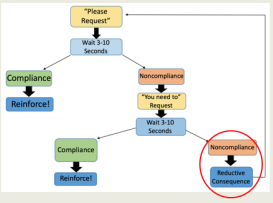
Good Job Eden!

Thank you for listening!

You have been working so hard!

9

Noncompliance and Reductive Consequence



- If the student does not comply within 3-10 seconds, follow through with a preplanned reductive consequence.
- What reductive consequences will be best for your students.
- Lets brainstorm and write down some ideas.
- How will you establish this with your students?

10

What you will need to do to implement the intervention.

- Determine what the "reductive consequences" will be if students do not comply with the precision request.
  - *Examples: Loss of points, loss of free time, change seating assignment, etc.*
- Inform your students of the Precision Request Program. Teach them that…
  - *First you will tell them to PLEASE do something.*
  - *If they do not do that thing, you will tell them they NEED to do something.*
  - *If they do not comply then they will receive the reductive consequence.*
  - *They will know the reductive consequences before you begin using precision requests.*

11

Variables that affect compliance:

- DO NOT use a question, but rather make a direct command for compliance.
  - *Example: "Tim, will you please turn to page five?" Is not a precision command. Rather you would say "Tim, please turn to page five."*
- Request "Do" request rather than "Don't requests."
  - *Example "Tammy, stop running around like crazy!" is not a precision command. Rather you would want to say "Tammy, please come sit in this chair by me."*
- Be close to the student when you give the command (within 3 feet)
- Make eye contact and use a quiet, yet clear voice.
- Give the student time before making the second request. Do not nag, follow the program, give the command twice, before the student receives the unfavorable consequence.
- Make only one request at a time.
- Be specific in describing the behavior you want.
- Be calm and avoid yelling.
- Remember to verbally reinforce the student when they comply.

12

Examples and Practice

13

How would you like us to follow-up and give feedback?

- Because we will be observing the intervention, what would be the best way to give feedback on how we are seeing the Precision Request being implemented?
  - *We could come to your class again and talk about what we are seeing, what is going well, what could improve, troubleshoot, practice, etc.*
  - *Email*
  - *Phone call*
  - *Carrier pigeon*
- Please feel free to contact us with any questions, problems, etc.
  - christian_sabey@byu.edu
  - marciecalder@gmail.com
  - hyesuhn.lee@gmail.com

14

Practice Scripts from Teacher Training

Accompanying the practices, we will ask teachers what went well with the examples, what was wrong with the non-examples? We will give them a chance to practice good examples.

Examples
1) "Compliant Student"

Research assistant 1: "Sally, please give me the pen."

Sally gives Research Assistant 1 the pen.

Research assistant 1: "Thank you so much Sally, way to be on task!"

2) "You need to…"

Research assistant 1: "Tom, please sit in your chair."

3-10 seconds and Tom does not sit in his chair.

Research assistant 1: "Tom, you need to sit in your chair."

Tom sits in his chair.

Research assistant 1: "Great Job Tom, now you look like you're ready to learn!"

3) Reductive Consequences

Research assistant 1: "Sally, please raise your hand."

3-10 seconds, Sally keeps talking and doesn't raise her hand.

Research assistant 1: "Sally, you need to raise your hand."

3-10 seconds, Sally keeps talking and doesn't raise her hand.

Research assistant 1: "Sally, we've talked about this, and because you didn't follow directions, you are going to have to stay in from recess. Now Sally, please raise your hand."

Non-examples:
1) Precision Request as a question.

Research assistant 1: "Tom, will you please tell me what letter this is?"

Tom complies and says the letter.
Research assistant 1: "Your right, great job Tom!"

Ask: What did we do wrong?

2) Inaccurate wait time.

Research assistant 1: “Sally, please put away your supplies.”

Immediately with now wait time
Research assistant 1: ‘Sally, you need to put away your supplies.’
Immediately with no wait time
Research assistant 1: ‘Sally, you will lose ten points for your group. Now please put away your supplies.’

Ask: What did we do wrong?

3) Don’t Command
Research assistant 1: “Tom please stop drawing on the desk.”

3-10 Seconds Tom does not comply

Research assistant 1: “Tom, you need to stop drawing on the desk.”

Tom complies

Research assistant 1: “Thank you Tom!”

Ask: What did we do wrong?

4) Missing the Second Step

Research assistant 1: “Sally, please write your name on the paper.”

3-10 seconds Sally does not comply

Research assistant 1: “Sally, that’s 10 points you lost for not writing your name, now please write your name on your paper.”

APPENDIX D

Implementation Fidelity Checklists

Teacher Implementation Checklist for Presenting the Intervention to the Class

- ☐ Introduces New Intervention in Class
- ☐ Teaches Students the key word "Please" in context of intervention
- ☐ Explains compliance is expected after "please" and they will get praised or rewarded
- ☐ Explain the key word "Need" in context of intervention
- ☐ Explains compliance is expected after "need" and they will get praised or rewarded
- ☐ Explains Consequences of noncompliance in Detail!
- ☐ Explains Student will still be expected to do what they were asked after consequence is delivered
- ☐ Check for understanding with students
- ☐ Shows students visual poster

Participant Training Implementation Fidelity Checklist

- ☐ Defined Precision Request
- ☐ Explained "Please" portion
- ☐ Explained wait time
- ☐ Explained "Need" portion
- ☐ Explained Reinforcement with examples
- ☐ Explained reductive consequences
- ☐ Explained reinstating please request
- ☐ Determined reductive consequences teacher would use
- ☐ Explained teacher's role in training student on precision request (provided fidelity checklist)
- ☐ Explain Variables that affect compliance
- ☐ Provided examples and non- examples
- ☐ Gave participant practice opportunities
- ☐ Provided feedback