

Variables That Affect Compliance

Use Statement Format	Using a direct request instead of using a question will increase compliance. For example, "Please start your work" is much more effective than, "Shouldn't you be starting your work?"
Get Close to the Student	The optimal distance for giving a command is approximately three feet. Do not give commands from great distances or from behind your desk.
Use a Quiet Voice with Eye Contact	When giving a command, give it in a quiet voice, up close, with eye contact.
Give Student Time	Give the student time to comply after giving a request (3-5 seconds). During this short interval, do not converse with the child (arguing, attempting to reason), restate the request, or make a different request.
Make request twice	Issue a command only twice, then follow through with a preplanned consequence. The more you request, the less likely you are to gain compliance.
Make more Start requests than Stop requests	Requests that start behaviors ("Do requests) are more desirable than requests that inhibit behaviors ("Don't requests). The majority of teacher requests should be "Do" requests. If the majority of teacher requests are "Don't" requests, it probably means the classroom rules or planned consequences are poorly designed or are not being implemented correctly.
Be Non-emotional	It is better to control negative emotions when making a request (yelling). Emotional responses decrease compliance and make the situation worse.
Make single requests	Make only one request at a time. Do not string requests together.
Reinforce Compliance	It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, you must genuinely reinforce it.

Source: Jenson, Rhode, Revise, *The Tough Kid Book*, 1992