**From Dr. Mac’s webpage, http://www.behavioradvisor.com/Defiance.html**

**Dealing with Defiance:**

**Say it nicely**

We all like to be shown respect by others.  If "non-compliant", "defiant", and "oppositional" kids feel that their view point has been considered or that they have been "asked" rather than "told" to do something, they are more likely to comply.  Consider your own life: How would you prefer that bosses, spouses, elder siblings, parents, principals, and professors gain your cooperation?  Don't you respond better to a friendly, supportive supervisor?
You can find tips on saying it nicely in the following links on our home page:
    -Nice things to try (before using "do it or else" interventions)
    -Gaining and getting respect
    -I messages

    If these strategies fail, you can always follow them with the usual **coercive** interventions.  If the less intrusive strategies don't work initially, don't give up.  Keep using them before implementing penalties.  Kids will, over time, notice the progression of events and recognize the benefits of responding to your earlier, gentler attempts to gain their cooperation.

**Offer a selection of choices that are acceptable to you**

"Non-compliant" pupils wish to have some degree of influence or control in a situation.  They rebel against adults who they view as being oppressive.  Instead of demanding that the work be completed in a prescribed manner, give the youngster "power" in a situation while still getting what you want (displaying knowledge).  Just provide the youngster with a choice of several ways of completing the assignment.

    Suppose you want Jasmine to write in her daily journal, but she refuses.  You might offer her the following options which you deem acceptable:
    -Write in pencil instead of pen
    -Use a green ink pen
    -Use a felt tip pen
    -Compose the essay on a computer, print it out, and paste it in the journal
    -Draw a picture of what she would otherwise write about (ask for a caption and short summary later)

    A picture???!!!!  How can I suggest such a thing??!!   OK, then don't offer that option.  However, please consider that a picture represents her story, and if she's going to rebel against your demand to write in blue ink, you're not going to get **anything** from her when she rebels (and the argument will ruin your day, irritate the principal when you send Jasmine to the office, and upset the other kids).  Isn't the submission of **something** better than **nothing** at all (at least as a start)?  Once you have her product, thank her for submitting it, find something to compliment, and encourage further compliance.  Perhaps after some positive  commentary, you can say "Now I realize what you're capable of doing.  I know I'm going to see more of this super work in the future. Right?"  Or compliment  the product and try to get a bit more out of the youngster right then ("This is a well drawn and realistic rendering.  Would you mind writing a caption to it so that we know what it's about?"  **OR**   "This essay is very strong in content and your penmanship (is this a sexist term?) and writing mechanics are excellent.  You know what would really distinguish this piece from ordinary ones?... More colorful and vivid words that enhance your images.  Remember our lesson on adjectives?  Can you fit in 3 or 4 descriptive words for your nouns?  Don't worry about writing your piece over again, just write the adjectives above where you want them to go.  I'll know where they belong.")

Another example:  "Josh, you're on the cleanup crew today.  Do you want to be the gum scraper, paper picker upper, broom pusher, dust pan holder, or mopper?  Graffiti remover?  Oh...thanks for reminding me of that.  What's your plan for removing it? ("Paint over it.")  That will certainly get that scribbling out of our site, but then we still have a messy wall.  Would you like to use soap and water or spray chemicals and a rag? ("Spray chemicals.")  OK, but you realize that you'll have to wear goggles and rubber gloves, before you use the spray bottle right?  (OK)"

**Allow the student to self-monitor and self-evaluate**
Allowing student to evaluate their own work gives them "power".  You might provide a checklist to be completed, or ask the students to list the strong and weak points of their academic products.  For behavior in general, visit our page on "self monitoring".  This procedure involves the student in his/her own behavior change for the better.

**Send a note**
    Notes are a great way to prevent misbehavior, nip it in the bud, or address issues.  The permanent and novel (at least between teachers and kids) form of communication often makes a more dramatic impact upon the behavior and emotional state of our students.  Below, you'll find examples of different types of notes.  Just remember though: watch the wording (remember that this note might be shown to others) and be aware that it is more difficult to convey emotion in writing...add a smiley face to the note (or to your face as you deliver the document).

Pre-emptive/Preventive Notes (Present these to the student(s) before the activity/event)
"Svetlana, remember to raise you hand to offer an answer or comment."

"Group 2: Bring your discussion to a close soon.  Have your projects put away by 2:10pm."

After-The-Fact (Present these to address a behavior/event after it has occurred)
"Chandra, please see me at your convenience, but before the bell rings."

"I was saddened to hear of your family's loss.  If you want to talk, I'm available."
"T.J.: Insightful answers in class today.  Thanks for contributing."
"Shoshana, thanks for helping me yesterday.  It's greatly appreciated.

"Calvin, I let some rude remarks pass today.  I expect respectful behavior tomorrow."

Humorous Reminders (To address issues that need resolution now...or in a couple of minutes)
Dear Willie:  Please stop using invisible ink.
    Your ledger.

Dear Josie:  I get lonely without words.
    Your notebook.

Dear Ali:  I can't think straight.  I need my mind organized.
    Your locker.

"Offers Of Assistance"
Here's a typical scenario:  The teacher says "Hector, open your book to page 14 and answer the questions please."  Hector says "I ain't opening no stupid book.  This is baby crap."  Hector is sending a false message to his peers...He's too bright for this material and rejects you for asking him to do the assignment.  The true message is that the material is much to difficult for him.  He knows that it is better to be "bad" than "dumb".  Here's how to use notes to gain cooperation...

If you detect that the youngster needs assistance:
    -Continue to teach the lesson while moving slowly toward the student.
    -As you teach, write on a "post it" (sticky back) "Do you want help?" (Be sure to use the word "want"...he can't admit that he "needs" help)
    -Keep walking, but look back to the youngster in a couple of seconds
    -Wait for a cue from him/her as to "Yes" or "No"
    -If "Yes", write another note: "From me or another student?"
    -Watch for a non-verbal reply (e.g., nod of head, pointing to someone)

"Offers of assistance don't force kids to reveal that they need help and give "personal space" to oppositional kids while being supportive.