

## Ten Variables that Affect Compliance

1. *Stop Using a Question Format.* The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. *Reduce Distance.* It is better to make a request from up close (e.g., 1 meter, one desk distance) than from longer distances (e.g., 7 meters, across the classroom).
3. *Achieve Eye Contact.* It is better to look into the child's eyes or ask the child to look into your eyes than to not make eye contact.
4. *Limit to Two Requests.* It is better to give the same request only twice than to give it several times (i.e., nag). Give a few moments between the two requests. Do not give many different requests rapidly (e.g., "Please give me your homework, please behave today, and do not tease the girl in front of you").
5. *Reduce Loudness of Request.* It is better to make a request in a soft but firm voice than a loud voice (e.g., yelling when making a request to get attention).
6. *Give the Student Time.* Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
7. *Give More Start Requests instead of Stop Requests.* It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment"). It is better to make fewer negative requests for a child to stop a misbehavior (e.g., "Please stop arguing with me").
8. *Make Non-emotional instead of Emotional Requests.* It is better to control negative emotions when making a request (e.g., yelling, name calling, guilt-inducing statements, and interactions implying personal rejection). Emotional responses decrease compliance and make the situation worse.
9. *Use Descriptive Requests.* Requests that are positive and descriptive are better than ambiguous or global requests (e.g., "Please sit in your chair, with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention").
10. *Consistently Reinforce Compliance.* It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

Appropriate commands have the following characteristics:

1. They are stated directly rather than in a question format.
2. They describe what is expected.
3. Sufficient time is offered to respond but not so much time to allow for non-compliance.
4. The command is offered in physical proximity to the child.
5. Eye contact is made.
6. Arguing and other verbal bantering are kept to a minimum.
7. If compliance is not forthcoming, a second direction is offered.

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Goldstein, S. (1995). *Understanding and Managing Children's Classroom Behavior*. John Wiley & Sons.