

No More Compliance for Compliance Sake: Letting Go and Rethinking Behaviors to Promote Inclusion

Cassie Borges, M.Ed, BCBA, LBA
caborges@uw.edu

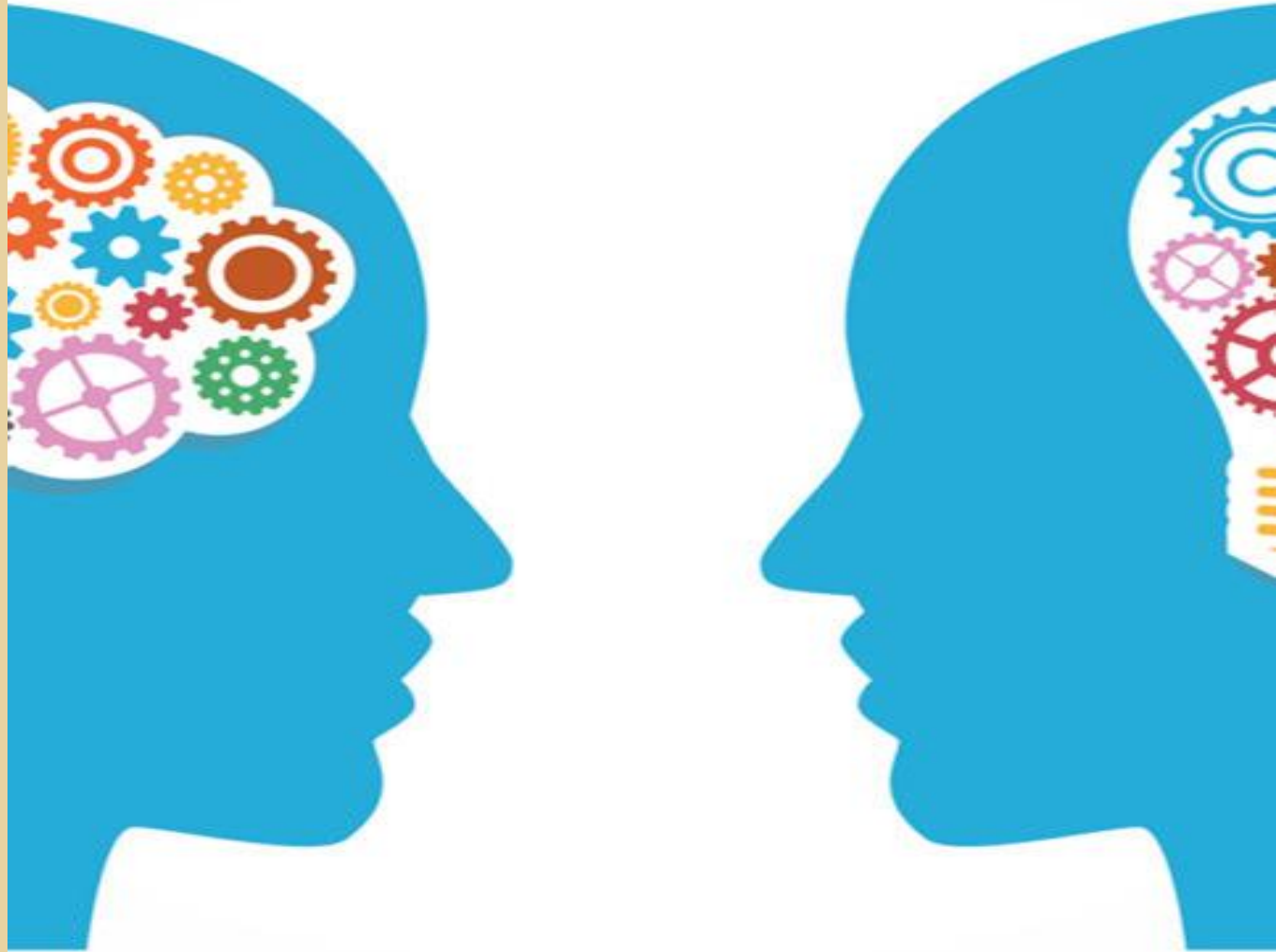
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Learning Environment Expectations

- Be Mindful of others
- Keep an open mind – growth mindset
- Be an active participant – take risks and be vulnerable
- Take care of your needs



Learning Targets



TO UNDERSTAND WHAT
COMPLIANCE IS AND HOW TO
THINK ABOUT IT DIFFERENTLY



TO GAIN AN UNDERSTANDING
OF BEHAVIOR AS A FORM OF
COMMUNICATION



TO LEARN ABOUT CREATING
COLLABORATION AND
PARTNERSHIPS WITH
STUDENTS

Agenda

- Introductions
- Compliance
- Break
- Behaviors
- Next Steps
- Closing



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In the chat, please share your:

- Name
- Role
- Favorite flower, plant, or favorite thing about Spring





Introduction

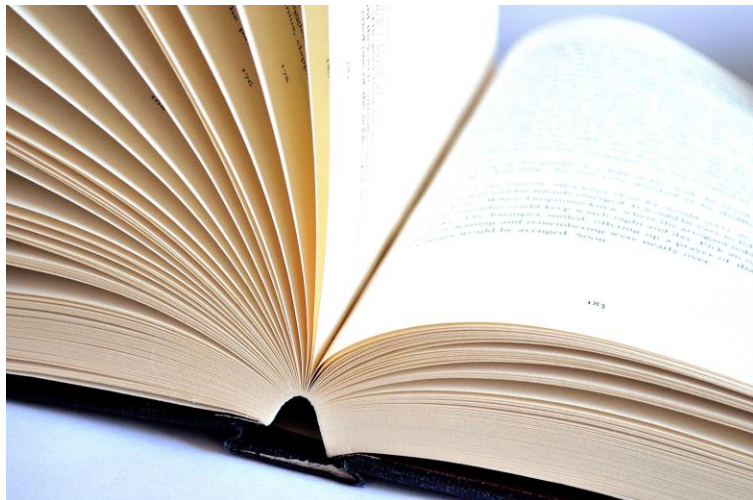
A close-up photograph of a purple crocus flower in bloom, pushing through a layer of white snow. The flower has six petals and a yellow center. Several long, green, blade-like leaves are visible, some standing upright and others leaning over. To the left of the main flower, a small, unopened bud is visible. The background shows a patch of green grass peeking through the snow at the top of the frame.

ICE BREAKER

Warm Up



Would you rather...
read a book or watch a movie?



or



Would you rather... live in an arctic climate or desert climate?



or



Would you rather...
travel back in time to the past or to the
future?



or



What is Compliance?

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Case Study

An 8 year old child is asked to sit in their seat for the duration of lunch. They often start sitting then move to crouching and have fallen out of their chair.

***They are not complying with the rule of sitting and are getting hurt.**



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What is Compliance?



- 1 a. The act or process of complying to a desire, demand, proposal, or regiment or to coercion
- 1 b. Conformity in fulfilling official requirements
- 2. A disposition to yield to others
- 3. The ability of an object to yield elastically when a force is applied

Synonyms: acquiescence, compliancy, docility, submissiveness, biddability, deference, obedience



What is Compliance?

Another Definition:

Completing an instruction within a determined time period



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00 : 02 : 00

What does compliance mean to you?

- Write it down
- Share out loud
- Share it in the chat



Finding the WHY

“Our WHY is our purpose, cause or belief—the driving force behind everything we do.”

- Simon Sinek, Find Your Why: A Practical Guide for Discovering Purpose for You and Your Team

Why compliance?

- > It's the status quo: "This is how it's always been done"
- > Students are learning
- > To have power, control, or promote respect
- > **Safety**



Other things to consider

- > **Who is the compliance for?**
 - Teacher
 - Student
 - Class
- > **How much compliance are we asking for?**
- > **What is the objective vs the activity?**
 - i.e. does it matter??



Checkin



Gentle

REMINDER:

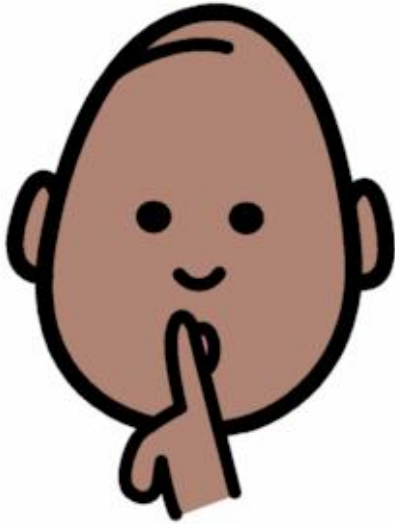
Take care of myself
today.



Lisa A. McCrohan, www.barefootbarn.com



Example



quiet



keep hands in lap



Still Feet



At carpet time we have...



hands in our lap



listening ears



a quiet mouth



looking eyes



feet are still

Example



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Example



Case Study

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5 minute Break



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Group Work

- > **In your group:**
 - What are examples of compliance in the classroom?
 - What are the whys?
- > **Share it out**
 - Write a list
 - Draw a picture
 - Share on this padlet



Scan the code using the Padlet app on your phone or tablet.



Discussion

Podlet

Cassie Borges • 1m

IECC No More Compliance for Compliance Sake: Letting Go and Rethinking Behaviors to Promote Inclusion

Use the + icon under each column title to add your input then publish for all to read and reflect.

What is Compliance?	Examples of Compliance	Why are we asking for compliance?	But why?	Reflection
+	+	+	+	+

Compliance & Inclusion

> The Role of Place



5 MOORE MINUTES!

With Shelley Moore

Reflection

- > **Take 2 minutes to think about what you just heard**
 - **Post comments or wonderings in the chat**
 - **Talk about it**
 - **Journal**







Behavior as a form of Communication

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***Consider
a medical
reason
first!**

4 Functions of Behavior				
Function		What it Does	When it Happens	What to Do
S		Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
E		Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
A		Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
T		Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

Case Study

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Other concepts to consider



TRAUMA INFORMED
CARE



CULTURALLY
RESPONSIVE
TEACHING



LEAST DANGEROUS
ASSUMPTION

What Can You Do?

**The least dangerous assumption
pushes us to consider all students
as capable**

- (Jorgensen, 2005)



START

Take Aways

> Reflect

- What is the why?
 - > Developmental needs and standards
- What is the student trying to say?
 - > Functions of behavior
 - > What is happening for that student outside of the classroom?

> Act

- Help the student
 - > don't be afraid to make changes to your teaching
- Collaborate with the student and family
 - > Plan with families, embed student input and choice
- Professional Development (Haring Center and Demosite Visits)



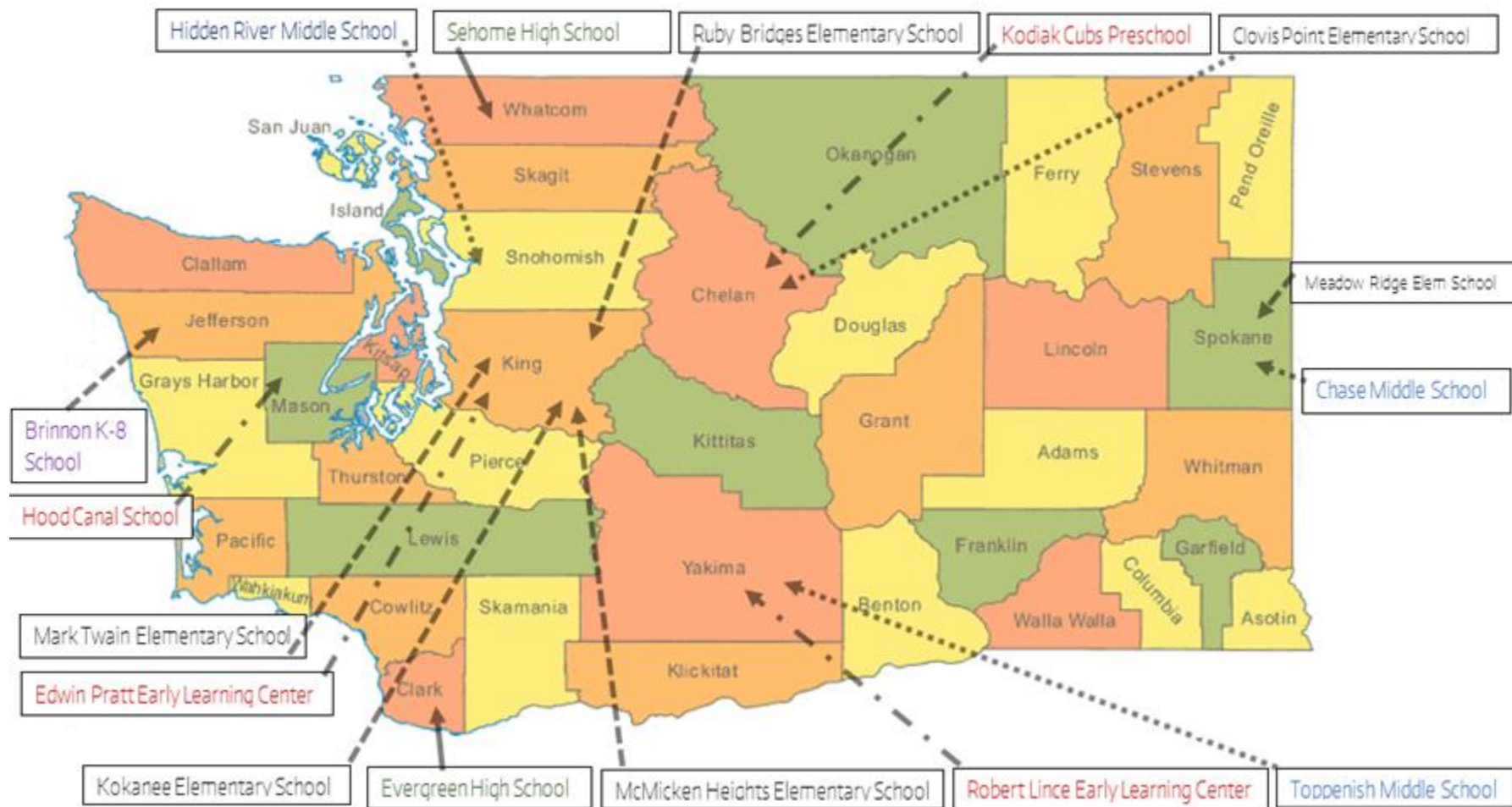
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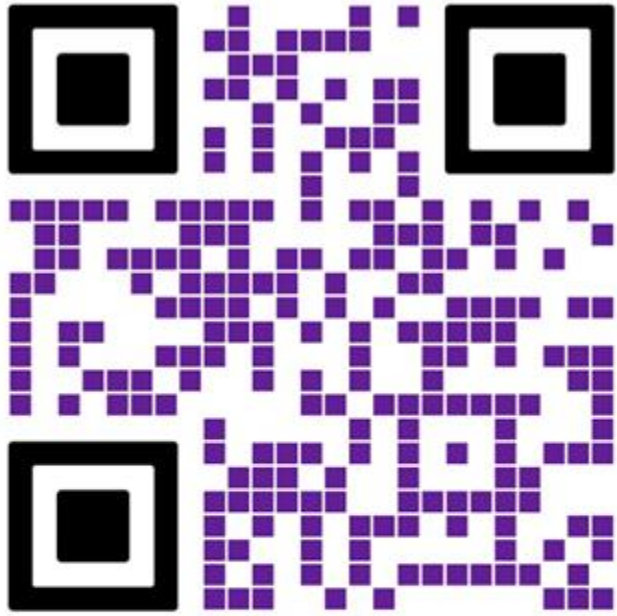
Haring Center Professional Development and Training provides support for any community interested in advancing inclusive and equitable education. Our offerings include program evaluation, coaching, consultation, and training and workshops.



<https://haringcenter.org/professional-development/>

IPP Preschool and K-12 Demonstration Sites





IPP Demo Sites

**To Schedule a Visit
to our Demosites**

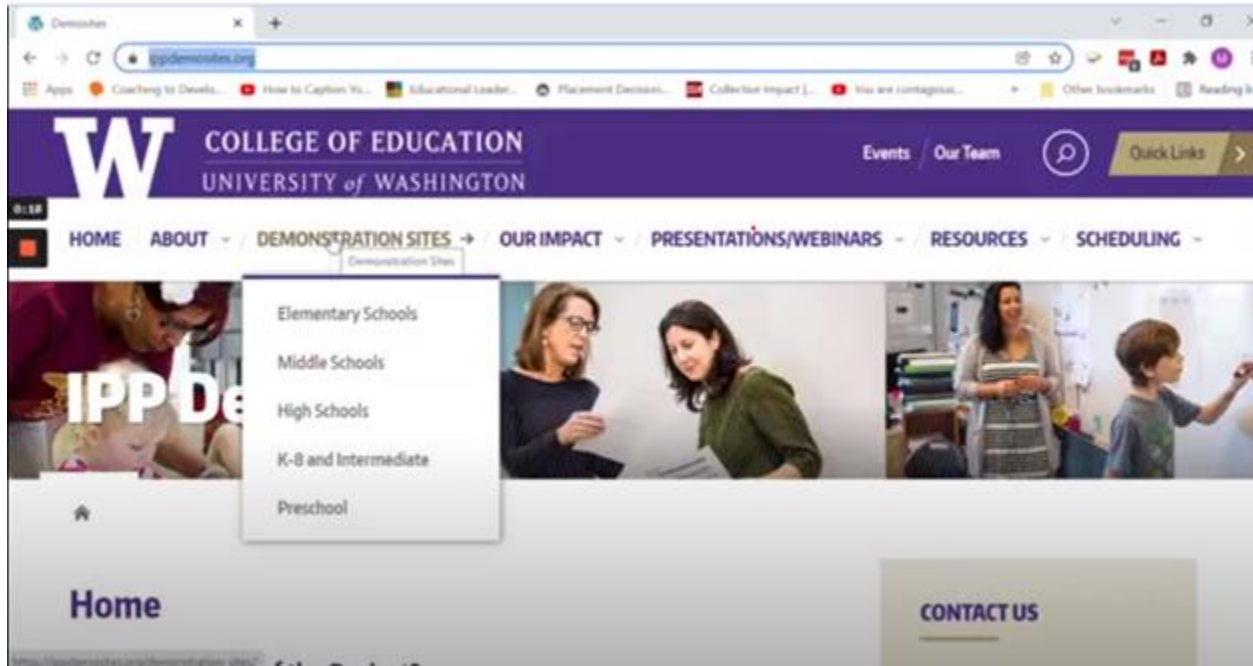
[IPP Demosites Schedule a Visit](#)

IPP Demosites

<https://ippdemosites.org/>



IPP Demo Sites



Resources

[Washington State Early Learning and Development Guidelines](#)

[Simon Sinek: How Great Leaders Inspire Action Video](#)

[5 Moore Minutes](#)

[NCPMI A Guide for Early Childhood Professionals to Support Children's Resilience](#)

[NAEYC Creating Trauma-Sensitive Classrooms](#)

[NAEYC Culturally Responsive Strategies to Support Young Children with Challenging Behavior](#)

[DEC Position Statement on Multitiered System of Support Framework in Early Childhood](#)

[Ties Center Using the Least Dangerous Assumption in Educational Decisions](#)

[Building a Culture of Belonging - Dr. Carol Quirk](#)

[Inclusion is a Right, not a privilege - UW Demo Sites](#)

[UW Haring Center IPP Demosites Website](#)

[UW Haring Center Professional Development Website](#)



Challenge

Look at your practice with a discriminative lens to decide if and when compliance is necessary.

Let out your inner child and ask **WHY?**

Reflect on who the compliance is for, how much is required, what the objective is vs activity, and decide could or should something change?



Quick 5 Minutes Survey

- Please Provide feedback with this [survey](#):



Thank you!

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Questions?



Photo from Animlaw.info