

## USING LEAST TO MOST PROMPTING TECHNIQUES TO DECREASE NON-COMPLIANCE BEHAVIOR IN EARLY CHILDHOOD

Adelin Australiati Saragih <sup>1</sup>, Ayudia Popy Sesilia <sup>2</sup>

<sup>1,2</sup> Universitas Medan Area

adelinasaragihpsi@gmail.com

### Abstract

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This research was based on an early childhood who showed non-compliance behavior when participating in learning activities at school. The child often avoids instructions or rules given by the teacher and chooses to do activities that are different from the activities in which he is supposed to participate. The child preferred to play alone instead of doing the tasks that the teacher gives. The inconsistency of the application of regulations at school and home makes child confused and uncomfortable so this can form behavior that does not comply with the rules. This research is an experimental study using a single-subject design with reference to pre-test and post-test measurements of the interventions provided. The interventions given to child use a behavioral approach, namely by using the least to most prompting. Based on the results of the study, it was found that there were changes in behavior shown by child before and after carrying out the least to most prompting procedures. The child have begun to follow the instructions given by the teacher and follow learning activities consistently after being given interventions in the form of least to most prompting.

Keywords: least to most prompting, non-compliance behavior, early childhood

### 1. INTRODUCTION

One of the tasks of development in early childhood is that child are expected to be able to understand the regulations in the environment around the child. This is in line with the opinion of Santrock (2011) who states that one of the indicators of early childhood socioemotional development is being able to comply with applicable regulations. However, based on the results of an assessment of one of the early childhood child in one of the kindergartens in Yogyakarta, it shows that the child often ignores the rules and orders of those around the child, especially when he is at school. This rule-disobedient behavior is referred to as non-compliance behavior which is behavior that intentionally either actively or passively does not follow the rules or instructions given by those around him (Kalb & Loeber, 2003). When people around the child, both teachers, and parents, give instructions, but after ten seconds or more the child does not follow, the behavior shown by the child is included in the noncompliance behavior. The child will show a repulsive response, avoidance, and sometimes even tantrums (Benedict, Horner & Squires, 2007).

This behavior that early childhood exhibits is inseparable from the role of the family. In the stages of early childhood development, parents are one of the supporting factors for the emergence of behaviors caused by child. The parenting style applied by parents is very influential in child's lives so they are expected to be able to provide appropriate care (Ormrod, 2003). Early childhood will regard rules as a sure thing so when parents do not give clear rules, child cannot understand the responsibilities that should be carried out by them (Bredekamp & Copple, 2009; Santrock, 2011). When at home, the mother of the child often gives her flexibility in acting. This is because the mother does not give clear rules when she is at home. After all, the mother does not want to burden the child with rules that are binding and limit his wiggle room. This is contrary to the opinion of Ormrod (2003) who states that parents are the first socializing agents of child to know and understand regulations that exist around it so that it is hoped that child can learn appropriate and inappropriate behaviors too.



The care given to parents is contrary to the conditions in the school. Both the school and the teacher in the school will limit any activities carried out by giving rules, orders, and instructions to their students. When at school, the child often does not obey the rules or instructions given by the teacher. This can be seen during learning activities, center activities, and other activities where the child is often unable to participate in learning activities properly. He often chooses to do other activities such as playing alone when the teacher asks him to do a certain activity. When he disobeyed the rules or instructions given by the teacher at school, the teacher gave him a brief reprimand. But when the child does not heed the teacher's reprimand, the teacher will allow the child's behavior. The reprimands given by the teacher are also not carried out consistently so the teacher often tolerates the child's behavior. The inconsistency between the care provided by the child's mother and the learning provided by the child's teacher at school causes the child to become uncomfortable and confused (Ormrod, 2003). This is because an early childhood has not able to make social comparisons spontaneously (Santrock, 2011).

When there is an inconsistency between the application of regulations at school and home, this can form non-compliance behavior. The child often avoids instructions or rules by choosing to do activities that are different from the activities they should participate in, for example, they prefer to play alone instead of doing assignments that the teacher gives them. The child becomes confused to fulfill the teacher's commands in the classroom because he does not understand the rules (Powers, 2009; Warren, 2013).

To overcome the non-compliance behavior shown by the child, the researcher intervened through one of the techniques of the behavioral approach, namely by using prompting techniques, namely least to most prompting by involving three types of prompting, namely verbal prompting, prompting models, and gesture prompting (Wilder, Atwell, & Wine, 2006; Powers, 2011; Krabbe, 2014). In addition, this intervention is also accompanied by the provision of positive reinforcement such as praise, smiling, or stroking the child's back if he follows the instructions and activities given by the teacher. Positive reinforcement becomes a useful thing to change or maintain behavior. Pairing a technique with positive reinforcement such as praise can provide a behavior change (Pettit, 2013).

Based on the dynamics of the problems described above, this study aims to provide intervention in early childhood by using the least to most prompting technique to decrease non-compliance behavior in early childhood.

## 2. METHOD

The participant in this study was a 5-year-old early child. The results of the child's IQ test show that he has an IQ score of 102 (binet scale) and this result shows that the child has a well-functioning intellectual capacity that corresponds to a child of his age. This research is experimental research with a research design using a single-subject design. According to Kazdin & Tuma (in Prahmana, 2021), single-subject design research is a research design used to evaluate the effect of a treatment on a single case. Fraenkel, Wallen, and Hyun (in Prahmana, 2021) also stated that this study was used to determine the change in behavior of a single research subject after obtaining a certain intervention. The measurement in this study starts from the initial stage (pre-test) where at this stage the condition of the participants will be measured before intervening. This stage is also the baseline stage. Subsequent measurements were carried out after the participant intervened (post-test). This stage is a treatment phase. Evaluation of the interventions provided will be measured by looking at the behavioral changes shown by participants from the pre-test stage to the post-test stage (Gravetter & Forzano, 2009).

The intervention carried out in this study used the least to most prompting, namely by using three prompting steps followed by giving positive reinforcement in the form of praise or star stickers. This intervention is given to child who exhibit non-compliance behavior, following the steps of the intervention to be administered (Wilder, Atwell, & Wine, 2006; Warren, 2013):

- a. The researcher will wait for the child to carry out an instruction until after five minutes the instruction is given.
- b. If within five minutes after being given the instruction, the child does not obey the instruction, then the researcher will call the child's name and repeat the instruction verbally (verbal prompt). When the



child follows the instructions given, he is given positive reinforcement in the form of praise or star stickers.

c. If after five minutes a verbal prompt is given, but the child has not followed the instructions given, then the researcher gives the prompt again in the form of a modeling prompt. Where the researcher will show the child a task or something that the child should do. The researcher will wait for five seconds. If the child immediately executes the instruction before five seconds, then he will be given positive reinforcement in the form of praise or star stickers.

d. If after five seconds, the child has not followed the instructions given, then he will be given a gesture prompt where the researcher will call the child's name, and explain the instructions given while leading him (hand over hand guidance) to perform the instructions given. The child are not given positive reinforcement when performing gesture prompts.

e. The researcher will explain to the child every time he gets positive reinforcement. The researcher will reiterate that the child gets a praise or star sticker because he follows the instructions given. This is done so that the child understands the consequences he gets if he follows the instructions well.

f. To support the interventions provided, researcher provide psychoeducation to parents and teachers of child which aims to provide an overview of problems from child's behavior and activities that can be done by parents and teachers to familiarize themselves with providing regulations to child followed by positive reinforcement when child follow the instructions or orders given.

Data collection techniques in this study used observation and interviews as well as the provision of several psychological tests (Binet and VSMS) to see the child's self-image.

The baseline of child behavior is obtained from observations and interviews. The frequency and duration of the behavior of the targeted child do not follow the activity and abandon the learning process. The child prefers to play alone or have other activities. Here's the baseline of the child's behavior:

Table 1. The Child Behavior Baseline

<i>No</i>	<i>Time</i>	<i>Frequency</i>	<i>Setting</i>	<i>Duration</i>
1.	Day 1	5 times	1 time while working on a task I	10 minutes
			1 time while working on task II	15 minutes
			2 times during center activities	20 minutes
			1 time during prayer activities	10 minutes
2.	Day 2	4 times	1 time during center activities	15 minutes
			1 time during singing activities in class	20 minutes
			1 time during center activities after a break	15 minutes
			1 time during prayer activities	10 minutes
3.	Day 3	4 times	2 times during computer learning activities	20 minutes
			1 time during center activities	15 minutes
			1 time during center activities after a break	15 minutes
4.	Day 4	5 times	1 time during center activities	15 minutes
			1 time while working on a task I	15 minutes
			1 time while working on task II	10 minutes
			1 meal together	15 minutes
			1 prayer activity	10 minutes
5.	Day 5	6 times	1 time during center activities	15 minutes
			1 time during the activity of doing a task I	15 minutes
			1 time while working on task II	10 minutes
			1 time during center activities after rest hours	15 minutes
			1 time while working on task III	10 minutes
			1 time during prayer activities	10 minutes

### 3. RESULTS AND DISCUSSION

#### Results



Based on research conducted by providing interventions in the form of least to most prompting to decrease non-compliance behavior in early childhood, the following results were obtained:

Table 2. Changes in Behavior of Child Who Do Not Follow Instructions / Activities

<i>Frequency (Baseline)</i>	<i>Frequency (Intervention)</i>	<i>Frequency (Follow-Up)</i>
5 times	3 times	1 time
4 times	3 times	2 times
4 times	2 times	1 time
5 times	2 times	1 time
6 times	4 times	1 time
	2 times	1 time

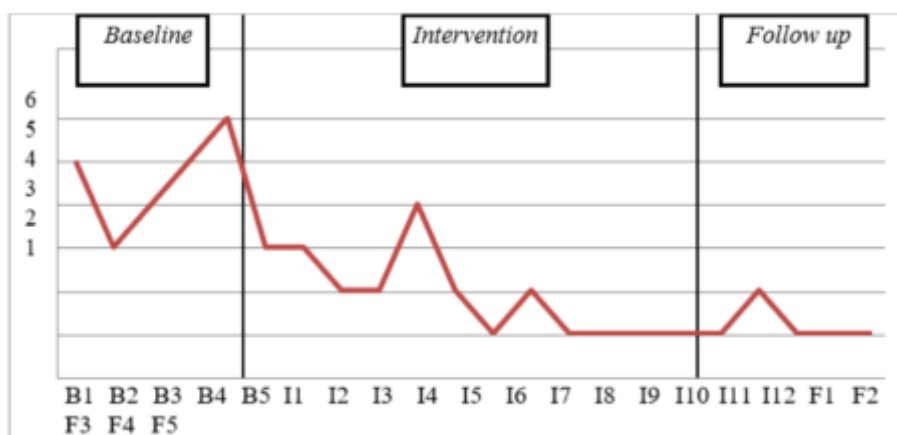


Figure 1. Changes in The Behavior of a Child Who Does Not Follow The Instructions/ Activities

Based on the table and graph above, it can be seen that there are changes in child's behavior during baseline, intervention, and follow-up. Changes in child behavior can be seen from the decreased frequency of child behavior that does not participate in activities or learning in class.

Table 3. Changes in Child

<b>Post-Intervention</b>	<b>Pre-Intervention</b>
In one day the child does not participate in learning activities 3 to 6 times.	In one day the child does not participate in learning activities 1 to 2 times.
If the child does not follow the instructions, he will play alone or not work on the instructions given.	The child begins to follow the instructions and listen to the directions of the teacher.
The child are not given appreciation when following instructions and activities.	The child feels happy because if he participates in the instructed activities

Based on the table above, it can be seen that there is a change in the behavior of the child before being given interventions in the form of least to most prompting after being given the intervention. The child seems to have started participating in learning activities, following instructions and directions from teachers and the child felt happy because after following the instructions, they will be given appreciation.

## Discussions

Based on the results of the study, it was seen that there were changes shown in early childhood after being given interventions using the least to most prompting technique. Changes in child behavior can be seen from the decreased frequency of child behavior that does not participate in activities or



learning in class. The child can be seen starting to follow the teacher's instructions and activities in the classroom. At the baseline stage or before being given an intervention, it can be seen that the child shows non-compliance behavior, namely, the child does not follow the instructions given by the teacher to participate in learning activities. The child tend to abandon learning and do other activities during learning hours. When given the intervention, it can be seen that the child's behavior has begun to change compared to the baseline stage. Towards the end of the intervention, the child seems consistent enough to follow the instructions given by the teacher and participate in learning activities. After the intervention ends and the researcher performs follow up shows that child have participated in learning activities and obeyed the instructions and directions given by the teacher. When the child follows the instructions or activities requested by the teacher, it can be seen that the use of the prompt becomes minimized so that some activities do not need to be given again. The results of this study show that the least to most prompting interventions can reduce non-compliance in child. Sundel and Sundel (2005) state that behaviorism approaches can be used to develop new behaviors, maintain existing behaviors, or decrease or eliminate individual disruptive behaviors by manipulating reinforcing factors from the environment. Least to most prompting as one of the prioritization approaches can be used to decrease non-compliance in child (Wilder, Atwell & Wine, 2006; Powers, 2011; Krabbe, 2014). This is in line with research conducted by Tarbox, Wallace, Penrod, and Tarbox (2007) which states that child's caregivers who apply the least to most prompting procedures can improve child's compliance to follow the rules. Prompting child that are carried out consistently and firmly can influence child to obey the directions given and provide child with an understanding of the behaviors expected from their immediate environment (Larassati & Hartiani, 2018).

The success of least to most prompting given to child is also supported by providing positional reinforcement to child, for example by giving praise. The praise given is also given by including the reason for the compliment. Prompting can be unequivocally demonstrated through the giving of positive consequences. The positive consequences given can generate motivation and provide a pleasant experience for child in working on the expected behavior (Larassati & Hartiani, 2018). Providing interventions accompanied by providing positive reinforcement can maintain the stages of the task that have been mastered by the child. Positive reinforcement can be minimized when the child has begun to get used to it, be independent, and master the tasks given (Sundel & Sundel, 2002; Martin & Pear, 2003).

The changes in behavior shown by child are also inseparable from the participation shown by teachers when they are at school and parents when they are at home. The teacher pays attention to the child when he does not obey the instructions and goes directly to him and gives consistently firm directions to him. The teacher also gives compliments and smiles as the child shows obedience and follows commands. While at home, the mother begins to apply simple rules to the child. Mothers begin to think that setting rules should start early and ask child to be more patient when mothers are unable to obey their wishes. According to Warren (2013), the explanation of the daily rules of the child's environment can minimize the behavior of not obeying the rules so that child can understand the rules consistently. The repetition of the rules to the child is expected to give an idea of the responsibility for each behavior he exhibits.

#### 4. CONCLUSION

Based on the research that has been carried out, a conclusion can be drawn that the provision of interventions in the form of least to most prompting can be used to decrease non-compliance behavior in early childhood.

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