

These strategies can be used at the first signs of a learner engaging in non-compliance or refusal (e.g. saying “I am not doing this”, crying, yelling, putting their head down, not responding or doing the opposite of what is asked). These strategies should not be used if the challenging behavior becomes dangerous or could cause harm to yourself, others, and/or the learner. Descriptions and examples of the strategies are listed below.

Strategies for responding to refusal and non-compliance:

Consequence Strategy	Description	Examples
Prompting	Providing assistance or cues to encourage a more desirable skill or behavior.	<ul style="list-style-type: none"> ● Gesturing to a letter in a word find. ● Reminding the learner they can ask for a break. ● Saying, “You could say, ‘I want the iPad.’” ● If you need help, you can say “can you help me?” ● If I am talking to someone and you need to ask me something, you can say “excuse me”.
Redirection	Anything used to guide the learner toward a more desirable response. Redirection should be used to create opportunities to give the learner positive feedback for a more desirable behavior.	<ul style="list-style-type: none"> ● Saying, “How can I help you?” when the learner is off task. ● Opening a book to a certain page when the learner has not started the lesson yet. ● Bringing up a more appropriate topic (“What should we make for lunch today?”) when learner begins talking about inappropriate topics

***Once the learner starts to respond in a calmer voice volume/tone, begins following parts of the direction, and/or is showing any signs of compliance to the instruction, utilize the strategies found in “Strategies for Responding to Desired Behavior.”**

For more information and support contact Behavioral Health Services at www.swwc.org/BHSpent.