

Non-Compliance / Refusal

Strategies to Increase Compliance

- **Embedding technique** – talk in a nice and interesting manner about something that interests your student (e.g. Singing) to create a receptive mood while interspersing a request the student is less likely to cooperate with (slip in request)
- **Behavioural momentum** – make easy requests which are likely to be cooperated with leading up to a request that is less likely to cooperate with
- **Choice/task delay** – provide an element of choice when making a request in terms of how something may be done or when (e.g. you can either clean up now or in 2 minutes).
- **Non-contingent access to reinforcement** – be sure to give students positive feedback, send a message that they are appreciated for who they are, not only what they do (e.g. Remind the student that they are a good person, kind, thoughtful, etc.)
- **Task analysis** – if there are parts to what is being requested/taught, break it down for the student to make it easier for them (ex. Present one task at a time)
- **Assistance seeking** – try to enlist the student to help out by making them feel they have made a contribution and that they are more capable (e.g. “thank you so much for helping clean up. You’re so good at knowing where everything goes!”)

Strategies To Use During Refusal With Transitions and Task Completion

- **Refusing transition**
 - First / Then
 - Transition items (special toy)
 - Force choice (do you want to skip or hop to class)
 - Reinforcement
 - Follow through
- **Refusing to complete a task**
 - Visual schedule
 - First / Then
 - Force choice
 - Reduce expectations
 - Reinforcement
 - Follow through