Lesson Guide

73. Maladaptive Behavior: Non-Compliance

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## Maladaptive Behavior: Non-Compliance

### Overview

<table>
<thead>
<tr>
<th>Operational Definition:</th>
<th>Not following through with a known instruction/request and/or instruction/request that can be easily complied with, after the second opportunity to do so and may include a myriad of behaviors such as: crying with or without tears, vocal protesting (“no”, “I don’t want to”, “I don’t like this”, etc.), ignoring, leaving the area, etc.</th>
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<tr>
<td>Function:</td>
<td>The purpose of the behavior typically is to avoid a non-preferred demand, instruction, or activity (Escape). However, it may also have a function of sensory, attention, and/or tangible.</td>
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| General Strategies:     | • Steps to Social Success and role-playing strategies regarding non-compliance are recommended to allow child to practice what the child can do instead of engaging in non-compliance.  
                           • Giving child clear expectations of what to do in antecedent situations.  
                           • Visual schedules that display activities (including visual Task Analyses) and events are recommended so that child is able to prepare for changes in routine and transitions and to increase predictability for the child.  
                           • Wording instruction in a “First___, Then___” format, with the non-preferred instruction delivered first followed then by a preferred activity or task.  
                           • Delivering the instruction in choice form, (e.g., “Do you want to do math homework or spelling?”)  
                           • Token/point system can be utilized, not just for overall appropriate behaving, but also in place during work times to display child’s accomplishments and what the child is working for.  
                           • Reinforce each instance when a child fully complies with a non-preferred instruction the first time the instruction is delivered to further promote future compliance. |
### Reactive Strategies:

Here are some suggestions if your child continues to engage in non-compliance during the task:

- Redirect non-compliance immediately at onset of the behavior. The sooner you can redirect it away, the better.

- Prompt child to an appropriate task or to utilize a replacement behavior when possible (e.g., asking for more time).

- Child should be reminded what s/he is ‘working for’ (e.g., if using a token/points system, how many tokens/points the child needs in order to gain access to the chosen reinforcer.)

- Ask child to perform simple, previously mastered tasks in order to check for, and regain, general compliance. This could be a simple as clapping hands when asked to do so or spelling very easy words. The point is to try to ease the child back onto the track of overall compliance and success.

- It is important to follow through with the original demand before giving child the major reinforcer the child is earning.

- Continue to review and practice Replacement Behaviors with the child.

- If certain instructions/delivery of instructions/other antecedent conditions seem to repeatedly result in non-compliance which may be an artifact of those conditions, review and, as needed, adjust accordingly for future presentations.
Teach

Giving the child alternative behaviors to appropriately meet his/her needs or desires is the key to decreasing noncompliant behaviors. Examples can include:

• Teaching the child to appropriately ask for more time (e.g., using words to say s/he isn’t ready yet, “Can I have an extra minute please?”) and then granting the extra time before requiring the child to engage in the requested task.

• Teaching the child to appropriately ask for a ‘break’. Note that the child must know in advance:
  a. How s/he may appropriately access break (including any signals for onset of break);
  b. What s/he may do during break (including where s/he may take the break);
  c. How long s/he gets for break;
  d. How to transition from break back to tasks (including end-of-break signals).

• Teaching the child to appropriately ask for help (e.g., using functional communication; raising hand).