



IES Grant #
R324A160086

Teach Strategy Request to be Done

Your child may engage in challenging behavior to escape or avoid doing an activity. Use these steps to teach your child to appropriately ask to end an activity rather than using challenging behavior.



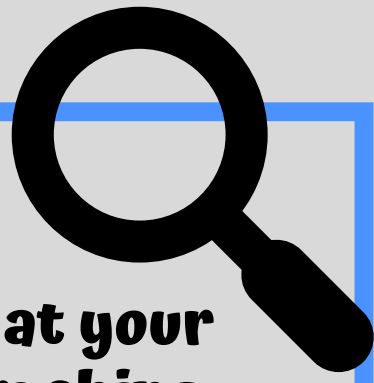
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1

Identify a few tasks or activities that your child does not like (ex: bath time, brushing teeth, getting in the car).

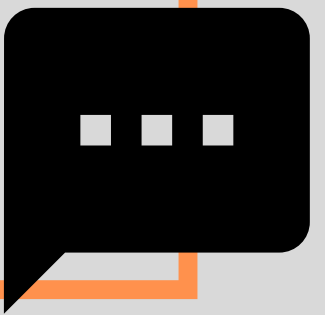
Create a situation for your child to appropriately refuse to complete an activity or task. For example, you can start the bath time routine on a "non-bath" day so that you can honor your child's refusal.



2

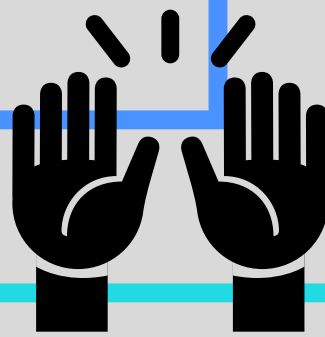
Ask your child to begin the task (ex: "time for bath", "put your shoes on") and then say "if you don't want to, you can say 'no thank you' or 'all done'" or model a sign for "no" or "all done."

Make sure you state the task as a direction rather than a question. For example, say "time to get dressed" instead of "can you get dressed?"



3

- If your child appropriately requests to be all done or not do the task, allow your child to not complete the task and provide positive descriptive feedback for requesting.
- If your child does not appropriately ask to be done and shows signs that the task is undesirable (ex: pouting, whining), model the desired communication from step 2 again.
- If your child begins to engage in challenging behavior, stay calm and avoid attending to the behavior.



4

Repeat this process several times throughout the day with different less preferred tasks/activities until you notice your child requests to be all done without a model or without engaging in challenging behavior.

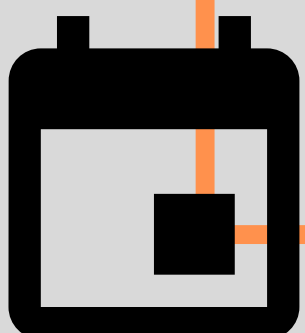
It is important to comply with your child's appropriate requests while they are learning this skill to help them understand this new skill to get their needs met, rather than engaging in challenging behavior.



5

Once your child appropriately requests to be done or to not do a task, you can explain that there are times your child cannot get out of doing a task or activity (ex: needing to go to the doctor, going to bed).

When you will have to deny your child's request, you can use a first-then visual to help your child see that when they do this less preferred activity, they can access a preferred item or activity after. This first-then visual should be used prior to giving the task direction rather than enforce it.



Helpful Hints!

- Identify a signal or sign that lets your child know the option to request to be done is not available (ex: a stop sign)
- If there are multiple steps in the task, break the task into smaller pieces and use a visual schedule for your child to reference as they complete the steps.
 - ex: bedtime, getting dressed, brushing teeth
- Provide a preferred item or activity after your child completes the task without challenging behavior to acknowledge that behavior is desired.



For more information on how to teach your child to request to be done with an activity, [click here](#).

