**Ways to Help Your Child Accept “No”**

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**Ascend Behavior Partners**

“No” with an Alternative

* + Deny access to what is requested and offer an opportunity to have another item (i.e. you cannot have ice cream but you can have fruit snacks)

“No” with an Opportunity to Earn the Item

* + Deny access to what is requested but provide a way to earn that item (you cannot play X-Box right now, but if you clean your room you can play for 15 minutes)

“No” with an Explanation

* + Deny access and provide an explanation

**Sample “No” with an Alternative (4 Phases)**

Phase 1: Use highly preferred item

Phase 2: Use moderately preferred item

Phase 3: Use neutral item

Phase 4: No alternative

**Phases 1-3**

1. Select 1 item that you know that your child will request that you can consistently deny access to (i.e. say “No”)
2. Say “No” and offer an alternative **highly preferred/moderately preferred/neutral item** by saying “No, but you can have or do this (insert item/activity) instead
3. Problem Behavior?
	* 1. No - give alternative **highly preferred/moderately preferred/neutral item**
		2. Yes - Do **Not** give them the alternative **highly preferred/moderately preferred/neutral item** and ignore: Leave the area if it is safe, and return once the problem behavior decreases.
4. Following 3 consecutive days with 0 problems behaviors move to next phase.

**Phase 4 (no alternative)**

Select 1 item that you know that your child will request that you can consistently deny access to (i.e. say “No”)

Say “No” - Problem Behavior?

**Sample “No” with an Opportunity to Earn the Item Program (4 Phases)**

Phase 1: Earn a Highly Preferred Item

Phase 2: Earn a Moderately Preferred Item

Phase 3: Earn a Neutral Item

Phase 4: No Alternative + Verbal Praise

**Phases 1-3**

1. Say “No” and offer an alternative **highly preferred/moderately preferred/neutral** item by saying “No, but you can have or do this (insert item/activity) for (insert appropriate desired behavior)
2. Did they engage in the alternative behavior?
	1. Yes - give alternative **highly preferred/moderately preferred/neutral** item
	2. No - Do **Not** give them the alternative **highly preferred/moderately preferred/neutral** item and redirect your child to engage in the appropriate desired behavior.
3. Following 3 consecutive trips with 0 problems behaviors move to next phase

**Phase 4**

1. Say “No” and state the behavior you would like them to engage in (i.e. We are not going in the toy store today, I need you to walk with me to the car)
2. Did they engage in the alternative behavior?
	1. Yes - deliver verbal praise
	2. No - Do **Not** deliver verbal praise and redirect your child to engage in the appropriate desired behavior.

**“No” With an Explanation**

Research has demonstrated that saying “no” paired with offering an explanation for the refusal is more likely to escalate challenging behaviors

* 1. Instead: Either say “no” and provide an opportunity to engage in a preferred alternate activity or say “no” but allow access to the item if your child engages in a non-preferred activity.
	2. For younger children it is not cognitively appropriate to explain why as it turns into the back-and-forth “But why?” battle
	3. For older children it may turn into an argument or negotiation, so if they ask why give a simple explanation 1 time

Simply state “We are already talked about it” 1 time and redirect to another activity

* 1. If the behavior persists do not engage verbally
	2. Not unusual for kids to continue to ask after being told no

Do not give “in” and reward inappropriate behavior or it will continue to happen and be prepared to leave. Do not negotiate as this gives your child the power, instead you set the agenda.