

ASSENT WITHDRAWAL

SUPPORTING LEARNERS' BODY AUTONOMY INCLUDES RESPECTING WHEN THEY WITHDRAW ASSENT. HERE ARE SOME STRATEGIES & THINGS TO CONSIDER WHEN THIS OCCURS:



CHECK MOTIVATION

- What is the natural motivation for the task?
- If there isn't one, what can be changed?
- What systems are in place to address motivation?



CHECK THE ENVIRONMENT

- Is there something aversive?
- Can we change something to help?
- Are visuals being used as needed?
- Are other supports listed in their IEP/BIP being used?



PROMPT

- Use a different prompting strategy (e.g., gesture, model, etc.)
- Prompt a communication response to get their need met.



REACH OUT

- If excessive assent withdrawal occurs, reach out to your clinical supervisor.



CHECK UNDERSTANDING

- Does the student understand the purpose of the task?
- Do they need additional support?
- Do they need the task changed?
- Are the IEP accommodations and modifications being implemented?



PRESENT CHOICES

- Materials
- Location
- People involved
- Task presentation
- Amount to complete
- When to complete



WAIT

- Things might take longer than you're used to and that's ok!



SUPPORT

- Honor the assent withdrawal.
- Identify their feeling(s).
- Relate to them.
- Explain/advocate to other staff as needed.