

Refusing to Start Written Work

a prevent, teach, respond plan for one student

What it looks like. Within one minute of receiving independent written work, the student pushes materials away, puts his head down, or states a refusal, and does not make a mark on the page for at least two minutes. Asking for the folded page counts as starting, not refusing.

What it does for the student. Escape, from work that looks too long to finish.

The replacement behavior. Ask for a starter dose: fold the page, do the first row, then check in with the teacher.

You will know it is working when. He starts within one minute on most assignments and finished rows climb week over week on the log.

PREVENT

set up the day so the behavior is needed less

1

Fold or cut every long page before it reaches his desk; he sees one row, not thirty problems.

2

Put the first problem at his level so the first mark is guaranteed.

3

Give the work with a quiet start signal at his desk, never from across the room.

4

Post the deal where he can see it: one row, then a check-in, then his choice of next row or break token.

TEACH THE REPLACEMENT

the skill that does the same job for the student

1

Teach the starter-dose ask directly: fold it, point to row one, and practice the check-in phrase.

2

Practice on easy pages first so the routine is fluent before it meets hard math.

3

Fade the fold: two rows visible, then half pages, at the pace the log supports.

RESPOND

the same steps from every adult, every time

EARLY SIGNS

He flips the page over, mutters about the length, or looks around the room instead of picking up the pencil.

1

At an early sign, fold the page to one row and walk away; distance lowers the stakes.

2

If he refuses, wait two quiet minutes nearby without repeating the demand.

3

Re-present one row with the same calm signal; the task does not grow and does not vanish.

4

Tally the incident after he starts, not while he is deciding.

THE REINFORCEMENT RULE

Starting pays immediately: the check-in happens, the count goes on the board, and the break token is his to spend. Refusing changes nothing about the page except how long it waits.

TODAY'S QUICK LOG

tally by time block; a line per incident is enough

Target. Refusing to Start Written Work

Replacement. Ask for a starter dose: fold the page, do the first row, then check in with the teacher.

TIME BLOCK	TARGET TALLY	REPLACEMENT TALLY	PROMPT

Prompt key: I independent · V verbal · G gestural · P physical

INCIDENTS: WHAT HAPPENED, WHAT WORKED

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WHAT WORKS

from the people who know the student

WORKS WHEN

The page is folded to one row at a time and he starts within ten seconds of getting it.

REWARDS THAT LAND

Beating his own yesterday count, drawing time after finished rows, delivering papers to the office.

AVOID

Public reminders about unfinished work, and adding problems when he finishes early.

SAFETY NET

when to get help, and what never helps

GET HELP WHEN

Refusal turns into tearing materials that are not his, or he leaves the classroom.

NEVER DO

Never send the whole packet home because it was refused in class.

Never trade the work away entirely; the dose shrinks, the subject does not disappear.

WHO TO CALL

Mr. Whitfield Classroom teacher

Mrs. Osei Resource teacher

REVIEW

bring this page to the next team meeting

Success at review means. Work started within one minute on four of five days for two consecutive weeks, with zero torn materials.

KEEP DOING

The strategy that is carrying the plan.

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CHANGE

What the data says to adjust, and how.

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NEXT REVIEW BRINGS

The data and the people the meeting needs.

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