

*Behavior Management TOOL: Teaching Others through Online Learning*

**Module 2: Offering Choice**

Learning Task # 1

**Directions: Use the videos within the module to view examples of choice being offered. Create a list of the types of choice that you observed being offered. Then, discuss how you could incorporate these types in your classroom.**

Learning Task # 2

**Directions: For each of the scenarios described below, decide how you could incorporate student choice.**

1. Students must read a story/text about birds and then work with a partner to create a poster sharing information about the bird they read about. Then, students are to complete a worksheet in which the classify birds by specific characteristics.
2. The teacher just finished showing a video about firemen and how they put out fires. Students are to color a picture of a fire truck and print a sentence underneath it that states what to do if there is a fire.
3. Students were each given dice to roll and make addition sentences. Students must roll, write and solve 5 addition sentences on their paper.
4. Math class just ended and students were told to put their materials away and push in their chairs. They were then directed to line up for gym class. Once in line the students were to walk down the hall quietly to the gymnasium to meet their gym teacher for class.
5. During morning circle time, the students are to sit on their special spot on the carpet and wait for the teacher to start instruction. The teacher has the students identify uppercase letters when presented with a flash card, sing the days of week song, and record the weather down in the pocket chart. The teacher also lets 5 children share a fun activity they did over the weekend.

Learning Task # 3

**Directions: Read each of the examples of choice listed below and decide what type of choice is being**

**offered. Then, have each student write their own example of choice for each category.**

Categories of choice are:

1. Where the task is completed
2. How the student completes the task
3. The material(s) used to complete the task
4. The order or sequence in which tasks are completed
5. Giving the student the choice of using a red crayon or a blue crayon to complete the coloring worksheet.
6. Asking the student if he wants to complete the math activity at his desk or on the carpet.
7. Offering the option to create a poster or a PPT presentation as the final project.
8. Showing the student 3 ways to solve the math problems and letting him pick how he wants to solve them.
9. Describing two tasks the student must complete and asking which she would like to do first.
10. Allowing the student to pick between making a poster using stampers or using stickers.
11. Giving the student the option to finish his social studies paper sitting at the bean bag center or on his carpet space.
12. Letting the student decide which party of the reading test to complete first and which to complete last.

Learning Task #4

**Directions: Give each person 1-2 sample lesson plans and ask them to identify where choice can be embedded. The lesson plan format should be based on the university, district or school requirements. Encourage the participants to look for ways to embed choice in each portion of the lesson plan.**

Learning Task #5

**Directions: Give all participants a markerboard or 5 sheets of plain paper. Participants should then write down one example of choice that can be incorporated into their classroom. They then hold up their example and their colleagues/peers must identify what type of choice is being demonstrated.**

Learning Take #6

**Directions: Given the scenario(s) below, have participants discuss ways in which choice could be**

**implemented.**

Scenario 1

*Mrs. Ferraro teaches 2nd grade math. Within her class she has 4 students who have an IEP and receive special education. At the start of math class, she welcomes the students and directs them to find a seat on the carpet. She begins by introducing double digit addition on the markerboard. She then tells the students that they are going to complete one math center where they will be adding using counters, an addition worksheet, and play two math games on the ipad. Mrs. Ferraro goes over the directions for each task. First, for the math center, located on the back table you will set up the counters to match the problems on the board. Using the counters, solve for the answer and write it on the line. Second, the math worksheet has 4 sections A, B, C and D. For each section, read the directions and solve the problems below it. Finally, the ipads will be over at the carpet area. Once you pick up an ipad and sign in, scroll through the math apps and log into the Fishing for Math game and play one game of “shark,” then one game of “bait and hook.” Once you have completed all three tasks you may head back to your desk and review your fluency math fact cards until everyone finishes. You will visit each station in groups of 5. I will let you know who will go to each group. If you have any questions, just raise your hand.*

*Scenario 2*

*Levi is a 4th grade student who exhibits difficulty in reading. During reading class, a paraeducator is assigned to assist him and three other students. At the start of the lesson, the reading teacher directs the students to take out their reading book and to read the story, The Big One, quietly to themselves. After about 15 minutes, she discusses the story with the class and asks comprehension questions. She then tells the students they are going to complete a story map based on the events of the story. She gives the directions and passes out the story map paper. Once Levi is handed his paper, he writes his name and immediately puts his head down and says he does not want to do it. The teacher and paraeducator work together to get Levi to comply and complete his work. The teacher then tells the class that they will be making a poster that details all of the characters in the story. She tells the students that they need to pick up a sheet of red paper and a black marker and take it back to their desk to complete the activity. The teacher walks around the room and notices the paraeducator continuously redirecting Levi back to the project. Finally, the teacher tells all of the students to turn around in their chairs so they can look and listen to a story she is about to read. She finishes the story and assigns a worksheet for homework.*