**Fidelity Checklist**

Strategy 2: Offering Choice

Giving students choices is a simple, effective antecedent strategy for preventing problem behavior before it occurs and increasing desired behavior (Kruger et al., 2016). It has also been shown to have positive effects on students’ social and academic behaviors (Ramsey, Jolivette, Patterson, & Kennedy, 2010). Choice is one of several factors crucial to supporting feelings of autonomy, motivation, and healthful functioning. Students are more intrinsically motivated to persist at a task when the activity involves their personal choice (Patall, Cooper, & Wynn, 2010). Further, students with disabilities, and those considered at-risk who are often more limited in their opportunity for choice can be offered choice through a **choice of tasks** (e.g., selecting tasks or task sequence) or a **choice of consequences** (Kruger et al., 2016). Students can select the *type of task, the materials to use, the location*, as well as *what they would like to do* after they complete the task. Ultimately, their choice should not hinder the goals and objectives of the lesson set forth by the teacher. Examples of incorporating choice are:

1. Would you like to sit at your desk or on the floor?
2. Which would you like to use, a crayon or a colored pencil?
3. Which would you like to do first – the worksheet or partner reading?
4. You can do the odd or even problems, which would you like to do?
5. Do you want to review our homework first, or take the quiz?
6. Which station would you like to do first?
7. Do you want to work with Sam or Sarah?

Name:

Date:

Activity/Class:

Number of Checklist for Strategy: 1 2 3 4 5

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| **OFFERING CHOICE STEPS** | **YES** | **NO** | **COMMENTS** |
| 1. Present 2-3 choices. |  |  |  |
| 1. Explain the options clearly, yet briefly. |  |  |  |
| 1. Ask the student to make the selection. |  |  |  |
| 1. Visually indicate their selection. |  |  |  |
| 1. Prompt the student to begin the first or selected task. |  |  |  |
|  | | | |
| Total steps completed accurately: |  | | |
| Percentage of steps completed accurately: |  | | |

Additional notes or comments: