

OFFERING CHOICE



Giving students choices is a simple, effective antecedent strategy for preventing problems 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, Jolivet, 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 are often more limited in their opportunity for choice can be offered through a choice of tasks (e.g., selecting tasks or task sequence) or a choice of consequences (Kruger et al., 2016).

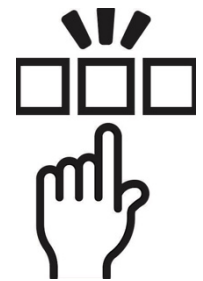
WAYS TO IMPLEMENT CHOICE

Task Choice

- Students choose between 2-3 tasks to complete.
- Students choose between 2-3 ways in which they want to complete the task.
- Students choose the order in which to complete 2-3 tasks.
- Students choose between 2-3 locations or 2-3 kinds of materials or "how to" complete the task.

Consequence Choice

- Students choose between 2-3 tasks, items, or activities to complete or obtain upon completing the required task.



CONSIDERATIONS

1. Choice offerings should be limited to 2-3.
2. A neutral or positive tone should be maintained.
3. Choices need to be clearly conveyed by the teacher and understood by the student.
4. The teacher must ensure that the choices selected are carried out accordingly.
5. When offering choice, it should not impede the objective or goal of the lesson.
6. Choice offerings can be given to the class as a whole, to small groups, and to individual students.
7. When using choice of consequences, students may change their selection as often as they would like.
8. Embed choice as often as possible!

5 STEPS TO OFFERING CHOICE

ADAPTED FROM JOLIVETTE ET AL. (2001)

1. Present 2-3 choices (task or consequence).
2. Explain the options clearly, yet briefly.
3. Ask the student to make their selection.
4. Visually indicate their selection.
5. Prompt student to begin the first task or the selected task.



EXAMPLES OF CHOICE

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?

Visually indicating a student's choice...

- Picture cards, word cards, first/then chart
- Numbering the pages to complete
- Color coding the order
- Laying the tasks out in order
- Pointing to where the student will complete the work.
- Setting out the materials (e.g., marker, crayon, etc.) the student selected to use.

Three students I want to incorporate choice with are:

1. _____ 2. _____ 3. _____

Ways in which I can embed choice at the **class level** are:

1. _____

2. _____

3. _____