Empowering Teachers with Low-Intensity Strategies to Support Instruction II
Instructional Choice – Check for Understanding

Name: _______________________________ Date: _____________________

Instructional Choice Overview
Check for Understanding

Score: _______ / 15 = _______%

Directions: Choose the best answer.

1. What type of strategy is instructional choice?
   a. School-wide strategy.
   b. Low-intensity strategy.
   c. Higher-intensity strategy.

2. How many types of instructional choice are there?
   a. One: choose your task
   b. Two: across-task and within-task choice
   c. Three: across-task, within-task, and task-completion reinforcer choice

3. Offering a student the choice of where to work (at your desks, on the floor, in the library), with whom to work (independently or with a partner), and what materials to work with (marker, crayons, or colored pencils) are all examples of what type of choice?
   a. Across-task choice
   b. Within-task choice
   c. Choice of reinforcer

4. Offering a student the option of which assignment to start the day with (math worksheet, writing journal, or reading comprehension log) is an example of what type of choice?
   a. Across-task choice
   b. Within-task choice
   c. Choice of reinforcer

5. Which of the following would be considered instructional choice?
   a. Asking students which academic subject they would like to participate in that day.
   b. Offering students more than one option to practice math facts (e.g., flash cards, manipulatives, computer math drill game).
   c. Asking the students if they would like to participate in class that day or go to the library.
   d. All of the above
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6. Who can instructional choice be used to support?
   a. Students in general and special education
   b. Individual students
   c. The whole class
   d. All of the above

7. Instructional choice supports students in
   a. Improving their friendships with peers
   b. Increasing academic engaged time
   c. Decreasing disruptive behaviors
   d. a and b
   e. b and c
   f. a, b, and c

8. What is the first step for a teacher who decides to implement instructional choice for a classroom?
   a. Determine which type of choices he or she feels comfortable offering and create a menu of choices.
   b. Determine which type of choice to add to a lesson plan.
   c. Ask students what they think about having instruction choice built in to daily lessons.
   d. Offer choice to students.

9. What does treatment integrity measure?
   a. The integrity of faculty and staff involved in the intervention
   b. The extent to which the intervention plan is implemented as intended
   c. Student integrity and morality
   d. How accurately the intervention method is described

10. Why do we collect treatment integrity data?
    a. To ensure results can be properly interpreted and/or used to determine usefulness in supporting the student
    b. To make sure the teacher does what she/he agreed to do
    c. To see if the students liked the intervention

11. What is the minimum level of treatment integrity needed in order to feel confident the intervention is being implemented as designed?
    a. 50%
    b. 75%
    c. 80%
    d. 90%
12. What does social validity measure?
   a. Whether or not the intervention relates to society.
   b. The extent to which the intervention is logically or factually sound.
   c. Whether or not the intervention has been vetted by a societal organization.
   d. What stakeholders think about the goals, procedures, and outcomes of the intervention.

13. Who should complete social validity forms when implementing a low-intensity intervention?
   a. Students and parents
   b. Students only
   c. Students and adults involved in the intervention
   d. Teachers only

14. What type of design is being used to evaluate the effects of this intervention?
   a. A-B
   b. Alternating treatment
   c. Multiple baseline
   d. Withdrawal

15. We will make phase change decisions based on individual student’s data.
   a. True
   b. False