

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

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

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%

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

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