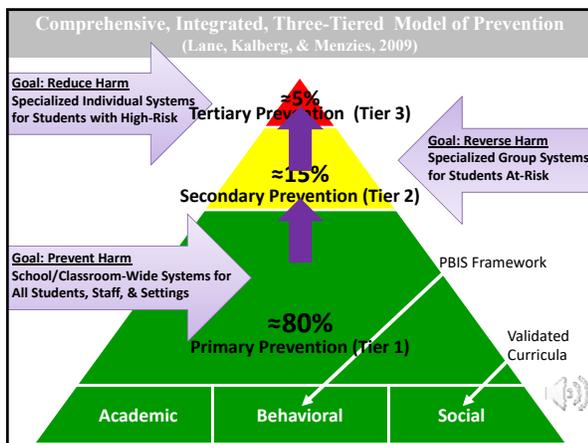
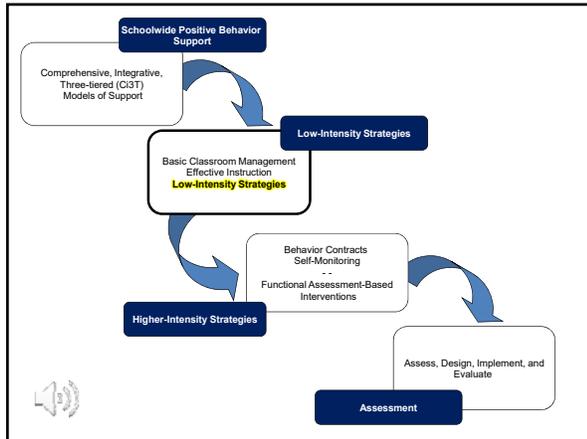


**Low-Intensity Strategies:
A Look at Instructional Choice**

Agenda

- Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention
- A Look at Instructional Choice
 - What is instructional choice?
 - Why is instructional choice effective?
 - What does the supporting research for instructional choice say?
 - What are the benefits and challenges?
 - How do I implement instructional choice in my classroom?
 - ✓ Implementation Checklist
 - How well is it working? Examining the Effects





What is instructional choice?

- Instructional Choice
 - "...opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option" (Jolivette, Stichter, & McCormick, 2002, p. 28).
- Types of instructional choices (Rispoli et al., 2013)
 - Across-activity choices
 - Within-activity choices



Examples of instructional choice

<p>Across-activities Choices</p> <ul style="list-style-type: none"> • Paper, presentation, or YouTube video to show me what you know? • Which activity would you like to do first? • Pick a learning center. • Make your schedule for the day. • Think-Tac-Toe Boards 	<p>Within-activity Choices</p> <ul style="list-style-type: none"> • Crayons or sparkly markers? • At your desk or in the library? • In the reading corner or at your desk? • Work independently or with a partner? • Which book would you like to read? • Finish in class or at home? • Typed or handwritten? • Even or odds?
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Why is instructional choice effective?

- Easy
- Little time
- Offers students control
- Promotes decision making and other self-determined behaviors

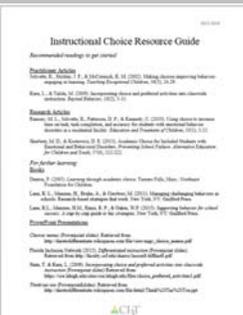


What does the supporting research for instructional choice say?

- Increasing engagement and decreasing disruption in elementary self-contained classrooms (Dunlap et al., 1994)
- Increasing time on-task, task completion, and accuracy in residential facilities (Ramsey, Jolivet, Patterson, & Kennedy, 2010)
- Increasing task engagement and improving academic performance in an inclusive setting (Skerbetz & Kostweicz, 2013)



Supporting Research



See "Instructional Choice Resource Guide" for additional supporting research and information.



What are the benefits & challenges?

Benefits	Challenges
<ul style="list-style-type: none">• Feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).• Teaches self-determined behaviors	<ul style="list-style-type: none">• Challenges in preparing independent tasks for the time provided• Important to think about procedures for collecting and evaluating different types of assignments



How do I implement instructional choice in my classroom? Implementation Checklist

- Step 1** Determine which type of choices you feel comfortable offering and create a menu of choices.
- Step 2** Use the menu to determine which type of choice to add to a particular lesson.
- Step 3** After choice is built into the lesson, offer the established choices.



How do I implement instructional choice in my classroom? Implementation Checklist

- Step 4** Ask the student to make his or her choice.
- Step 5** Provide wait time for the student to select his or her choice.
- Step 6** Listen to (or observe) the student's response.



How do I implement instructional choice in my classroom?
Implementation Checklist

Step 7  Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.

Step 8  Reinforce the student's choice, providing them with the option they selected

Step 9  Offer students an opportunity to give feedback on the choice they selected.




How do I implement instructional choice in my classroom?

- Step 1:** Determine which type of choices you would feel comfortable offering to students in your classroom and create a menu of choices.
 - Consider within activity or across activity choices.
- Step 2:** Use the menu to determine which type of choices to add to a particular lesson.
- Step 3:** After choice is built into the lesson, offer the established choices.
- Step 4:** Ask the student to make his or her choice.



[See "Instructional Choice Implementation Checklist"](#)




How do I implement instructional choice in my classroom?

- Step 5:** Provide wait time for the student to select their choice.
- Step 6:** Listen to (or observe) the student's response.
- Step 7:** Prompt the student to make a choice from one of the available options if the student has not made a choice within the time allotted.
- Step 8:** Reinforce the student's choice, providing them with the option they selected.
- Step 9:** Offer students an opportunity to give feedback on the choice they selected.




How well is it working? Examining the Effects

Treatment Integrity

Is it happening?

Social Validity

What do stakeholders think about the goals, procedures, and outcomes?

Experimental Design

How well did this support work for this student?





Making Certain the Strategy is in Place: Treatment Integrity

Have structures in place to monitor whether instructional choice is carried out as intended:

•Treatment integrity checklist

Example items:

1. I offered _____ the established choices.
2. I asked _____ to make their choice.
3. I provided _____ wait time to select their choice.
4. I listened or observed _____'s response.
5. I prompted _____ to make a choice from one of the available options if they had not made a choice within the time allotted.
6. I praised _____'s choice and provided them with the option selected.

INSTRUCTIONAL CHOICE: INSTRUCTIONAL CHOICE CHECKLIST

Item	Observed	Checked	Observed	Checked	Total	Percentage
1. I offered _____ the established choices.						
2. I asked _____ to make their choice.						
3. I provided _____ wait time to select their choice.						
4. I listened or observed _____'s response.						
5. I prompted _____ to make a choice from one of the available options if they had not made a choice within the time allotted.						
6. I praised _____'s choice and provided them with the option selected.						
Total						

See "Instructional Choice Treatment Integrity Checklist"




What does the student think about it?

PRE-INTERVENTION

Item	Observed	Checked	Observed	Checked	Total	Percentage
1. I offered _____ the established choices.						
2. I asked _____ to make their choice.						
3. I provided _____ wait time to select their choice.						
4. I listened or observed _____'s response.						
5. I prompted _____ to make a choice from one of the available options if they had not made a choice within the time allotted.						
6. I praised _____'s choice and provided them with the option selected.						
Total						

POST-INTERVENTION

Item	Observed	Checked	Observed	Checked	Total	Percentage
1. I offered _____ the established choices.						
2. I asked _____ to make their choice.						
3. I provided _____ wait time to select their choice.						
4. I listened or observed _____'s response.						
5. I prompted _____ to make a choice from one of the available options if they had not made a choice within the time allotted.						
6. I praised _____'s choice and provided them with the option selected.						
Total						

See "Instructional Choice Social Validity Student"

Completed by the student participating in the intervention at two time points: Pre and Post Intervention.




What does the teacher think about it?

See "Social Validity Adapted: IRP15 Adult"

Completed by the teacher and/or parent participating in the intervention at two time points: Pre and post intervention.

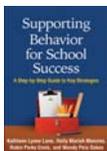
Sample Primary Intervention Grid

Support	Description	Schoolwide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Instructional Choice	Within- and across-task choices offered during instruction (e.g., language arts assignments, math lessons, etc.)	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7 Score: Moderate (4-8) <input type="checkbox"/> SRSS-15 Score: Moderate (2-3) AND/OR Academic: <input type="checkbox"/> Progress Reports: Successful Learning Behaviors - Targeted for growth <input type="checkbox"/> Skyward: 2+ incomplete assignments	Student Performance: - Academic Engaged Time - Percentage of work completed Treatment Integrity: - Implementation & TI Checklist Social Validity: - Student & Teacher Pre/Post Survey	Progress Reports: Five consecutive weeks of daily academic engagement 80% or better and work completion at 90% or better.

(Lane, Menzies, Ennis, & Oakes, 2015)

Expanding Your Tool Kit

Visit ci3t.org for other professional learning modules.



Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York, NY: Guilford Press.
