Instructional Choice Script

Slide 1 – Welcome (0:17)
This training is designed to guide you in taking a closer look at instructional choice, one low-intensity strategy that can be used to support your students'' engagement in a wide range of activities.

Slide 2 – Agenda (0:27)
First we will discuss comprehensive, integrated, three-tiered (Ci3T) models of prevention and how instructional choice fits within tiered frameworks. Then we will go more in-depth with instructional choice to answer questions such as, What it is? Why is it effective? What does the supporting research say? What are the benefits and challenges? How do we implement it in the classroom? And, finally, how can we tell if it is working?

Slide 3 – CI3T (2:37)
Comprehensive, integrated, three-tiered models of prevention (or Ci3T) are designed to support all students within the school context. Specifically, Ci3T models are designed to support the whole student by providing them with academic, behavioral, and social supports. Academic supports are made up of the core curriculum that is in place at your school. Behavioral supports are based on a positive behavioral interventions and supports (PBIS) framework with social supports provided in the form of a validated social skills curriculum. With this Ci3T model, we expect 80% of our student population will respond to the primary level of prevention at Tier 1, which includes the instruction for all students within the school. The goal at this level is to prevent challenges from ever occurring by setting up school- and classroom-wide interventions that support all students and involve all staff and faculty in all settings of the school. However, research has shown that not all students will respond to this level of prevention and some students, approximately 15% of the student population, will need secondary support at Tier 2. The goal at this level of support is to reverse harm by providing slightly more intensive support systems for students who are at-risk for academic, behavioral, and social challenges. Yet another group of students, approximately 5% of the school population, will require supports at the tertiary level of prevention, also referred to as Tier 3. The goal at this level is to reduce harm by providing the most intensive and individualized supports to students with high risk needs, such as functional behavioral assessment-based interventions or individualized reading instruction. It is important to note that while students participate in Tier 2 or Tier 3 supports they continue to access all Tier 1 efforts as well. And remember, there are no "Tier 2 kids" or "Tier 3 kids," but students who have Tier 2 and Tier 3 needs. Another common misunderstanding is that Tier 3 is special education and that is not the case in this model. In this model, people strive to include evidence-based practices, strategies, and programs.

Slide 4 – Low-Intensity Strategies (1:08)
One goal of Ci3T models and other tiered systems of support is to work smarter, not harder. We wouldn't want to provide higher-intensity strategies to students who don't need that level of support (often referred to as false positives). One way we can intervene before providing these resources and time-intensive supports is to use low-intensity strategies that fall under the

umbrella of classroom management and effective instruction. Of course, as you are looking at implementing or increasing the use of these strategies it is always best to also look at what is happening at Tier 1 in the student's classroom – is the school-wide program, including core academic and social skill instruction and the PBIS framework being implemented with fidelity? Low-intensity strategies like instructional choice can be used as a day-to-day Tier 1 practice as well as a Tier 2 interventions for particular students. In addition, sometimes they are included as a part of Tier 3 intervention packages.

Slide 5 – What is instructional choice? (0:31)
Instructional choice is one such low-intensity strategy. Instructional choice in the classroom is defined as providing students with opportunities to make choices between two or more options, allowing them to independently select an option, and providing them with the selected option. Instruction choice is related to improved motivation and higher rates of engagement. Teachers can provide choices both across and within activities.

Slide 6 – Examples of Instructional Choice (0:55)
For example, across activity choices allow students to choose between two or more activities. This includes the order in which they may want to do a set of activities or the type of activity they want to engage in. For example, after reading a book, students may choose to share their knowledge by writing a paper, putting together a presentation, or creating a YouTube Video. Within activity choices allow students to make decisions while engaging in an activity. These can be things like where they want to do an activity (at their desk or at a partner table), what materials they want to use (crayons or sparkly markers), or with whom they want to do the activity (a peer or independently). Both types of choices have research to support their success in increasing students' engagement and reducing problem behavior.

Slide 7 – Why is instructional choice effective? (1:04)
Instructional choice is effective for several reasons. First, it is fairly easy to implement and can be adapted for use with any grade level or content area. Second, it takes little time to offer a choice to a student. Third, it offers students a sense of control or autonomy. Students have limited opportunities to make choices throughout the school day and embedding opportunities to make choices into instructional activities can make students feel like they have a sense of control over their learning. Fourth, this sense of control can help them develop good decision making and self-determination skills. Teaching students strategies to make good choices, such as weighing the pros and cons or stopping and thinking about the consequences of a choice before making a decision are great skills that help the student be a self-advocate and problem solver. As you can see so far, instructional choice is a very easy to use and versatile strategy.

Slide 8 – What does the supporting research for instructional choice say? (0:48)
There is a great deal of supporting research on instructional choice. For example, instructional choice was used in a self-contained elementary classroom to support two fifth grade student with ED. When provided instructional choice students' showed increased engagement and decreased disruptive behavior. Similarly, choice was used in a residential setting for adolescents with emotional and behavioral disorders to increase time on task, task completion, and even

increase accuracy of academic performance. Yet another example used instructional choice in an inclusive setting for eight grade students to increase task engagement and improve academic performance.

Slide 9 – Supporting Research (0:25)
If you would like more information on instructional choice, please visit the instructional choice Resource Guide on the Ci3T.org website. This Resource Guide includes references to articles, books, and online resources. There are additional resources for implementing instructional choice including a PowerPoint presentations that provide more information on instructional choice.

Slide 10 – What are the benefits and challenges? (0:56)
There are many benefits to implementing instructional choice in the classroom. To begin, it is a feasible strategy as it does not require excessive preparation, materials, or time to implement. It supports content instruction and does not require implementation of a separate curriculum or program. It also teaches self-determined behaviors, lifelong skills that all students, especially students with disabilities, will need throughout their life.

As with any intervention there are some potential challenges to implementing instructional choice. It does take time and careful consideration to prepare independent tasks that provide options of engaging in or thinking about procedures for evaluating different types of assignments. However, we believe that the potential benefits often far outweigh these potential challenges.

Slide 11 – How do I implement instructional choice in my classroom? (2:49)
There are nine steps for implementing instructional choice in your classroom. The first step is to determine which types of choice you feel comfortable offering and create a menu of these options. It is absolutely essential that you only provide students' choices with which you are comfortable honoring. For example, if you offer students the option of working with a partner or working independently, be prepared to honor their request to work with their selected peer. If a choice is offered and then not provided, the trust between teachers and students could be compromised. Preparing a choice menu up front can help you decide what types of choices you are willing to offer your students and are appropriate for their age group and content area.

The second step is to use the menu determine what types of choice to add to a particular lesson. Some lessons may lend themselves to between activity choices and others within activity choices, or both. It is important to present the student with comparable choices. For example, if we offer the choice between completing one worksheet or completing ten worksheets to demonstrate their knowledge, we have essentially not provided a choice, since most students would pick the singular worksheet. This equivalent of suggesting a choice of two restaurants to your significant other, knowing they really dislike one of the choices. Essentially you have forced them to choose the one they don't dislike rather than giving them a choice between two restaurants that are of equal interest to them. Unfortunately, these "false choices" occur in the classroom, but are ineffective for promoting behavior change. In thinking

about your own classroom, choices also can be embedded at multiple points. For example, you can embed choice within a starter activity, such as a choice between two writing prompts. Later, you can embed choice within independent work time, giving students a choice of where in the room to begin working on their homework, on the rug or at the activity table.

Step three, after the choice is built into the lesson, offer the established choice to the student. This may sound very easy, but considering the special needs and unique learning styles of many of our students, this may take on different forms. For example, if a student is nonverbal. You may present the choice to them in pictures and let them select the picture of the choice in which they would like to engage. If the student is overly shy, you may want to make sure you provide the choice in private. Another option is to physically provide two options from them to choose from.

Slide 12 – How do I implement instructional choice in my classroom? (1:31)
Step four is to ask the student to make his or her choice.

Step five, you want to provide adequate wait time for the student to make his or her choice. If the student is experienced in making choices he or she will most likely be able to make a choice quickly with no problem. If the student has little experience making choices, extra wait time may be needed. The amount of wait time allotted also needs to be dependent on the types of choices being made. For example, if you are giving students the choice of picking out a book for a semester project, this may take more time for students to consider than the decision of where in the classroom you want to silently read.

As needed, consider using prompts like, I'll be back in two minutes to hear your choice, and set a timer for that student. Some students may need instruction on how to make choices prior to providing them with a choice. You can do this by introducing the concept of choice making to them the day prior to the lesson and let them know that when you present them with a choice they will be given sufficient time to make their decision during which time they should think about the consequences of each choice and weigh the pros and cons of each option.

Step six, you want to listen to or observe the student making the choice, depending on the modality in which they will be responding. It is important to be attentive during this time and really listen to what they are asking for.

Slide 13 – How do I implement instructional choice in my classroom? (1:34)
Step seven, if necessary, prompt the student to make their choice from one of the available options if they have not made a choice in the period of time allotted. For example, you may prompt a student that you will be back in two minutes to hear their choice. At which point, if they have not decided, you can provide scaffolding questions to help them make a choice. For example, you picked this choice the last two times, why don't we try something different for today.

Step eight, you want to reinforce the students' choice by providing the student with the option selected. We want to avoid making the students feel like one choice is better than another, so refrain from saying things like, "I knew you would pick that one." This may cause some students to try and please you rather than practice making choices.

Step nine involves offering students an opportunity to give feedback on the choice or choices they select. This step can be completed intermittently while implementing instructional choice in the classroom. We will discuss formal procedures for this later in this training. It involves allowing students an opportunity to give feedback on the choices they select, such as having a discussion with the students or asking them to complete a short questionnaire. Are they enjoying the choices you are providing? Are there alternate choices they would find enjoyable? Step nine is a great way to make sure choice can be as effective as possible in your classroom.

Slide 14 – How do I implement instructional choice in my classroom? (0:25)
On the Ci3T.org website, you will find an instructional choice implementation checklist that outlines the nine steps of instructional choice just discussed. On this checklist there is a place to indicate whether or not each step is complete as well as a place to make comments about the implementation of each step. On this slide you see a review of steps 1-4.

Slide 15 – How do I implement instructional choice in my classroom? (0:06)
On this slide you see a review of the final steps, 5-9.

Slide 16 – How well is it working? Examining the Effects (0:58)
With any intervention, it is important to ask ourselves, how well is it working? and examine the effects of the intervention. We can do this in three ways. First, we want to measure treatment integrity, which answers the question, is the intervention happening and is it happening as designed? We also collect data on social validity, which answers the question - what do stakeholders think about the social significance of the goals, social acceptability of the procedures, and the social importance of the expected outcomes of this intervention? By stakeholders, we mean parents, students, and teachers or other school staff members. The experimental design answers the question - how well did instructional choice work for this particular student? This can be answered using single case research design.

Slide 17 – Making Certain the Strategy is in Place: Treatment Integrity (1:20)
To help you measure whether or not the intervention is in place, ideally, you will want to have some sort of treatment integrity form.

On the Ci3T.org website, you can also find the instructional choice treatment integrity checklist. This checklist contains multiple items that are involved in providing instructional choice in the classroom. Teachers can monitor how well they are implanting the strategy. It can also be used as a coaching tool to support others. Sample items are listed on this slide. Such as, I offered the student the established choices. I asked the student to make their choice. I provided the student wait time to make their choice, and so on. There is a place to mark for each day whether each item was fully implemented (writing in a 2), partially implemented (writing in a

1), or not implemented at all (writing in a 0), and then compute a percentage to calculate both the percentage of items completed each day as well as percentage of time that item was completed for the week. The goal is to implement all components of the intervention, but the minimum level of implementation with which we can feel confident that the intervention is being implemented as designed is 80%.

Slide 18 – What does the student think about it (1:16)
In evaluating social validity, we want to ask what does the student think about it? On the Ci3T.org website and in other resources you can find an instructional choice social validity form for the student to complete both pre and post-intervention. This can be completed pre-intervention after explaining to the student that you will be providing them with choices during the allotted instructional period. This gives you information on their initial impressions before getting started, which can be used to troubleshoot before beginning the intervention.

After explaining this to the student, get feedback by having the student fill out this brief measure to obtain their feedback on each item. Then at the end of the intervention you will again ask them their opinions of the intervention, to see if their opinions have changed. There is also a place for students to share anecdotal or open-ended comments. Here, our goal is to see if the intervention met expectations and get information from the student's view on how to modify the intervention in the future. This is important as we want to be continuously improving our classroom practices.

Slide 19 – What does the teacher think about it? (0:47)
We also want to know what you, the teacher, and other adults (for example, parents) think about the intervention. On the Ci3T website, you will find a social validity form titled "Adapted Version of the Intervention Rating Profile-15." This is an accurate and reliable social validity tool that asks an adult to respond to 15 items rating feelings about the intervention. Again, we hope to do this both pre- and post-intervention so we can understand teachers', and other adults', feelings about the intervention before it starts and after we have seen the impact it has made on students' behavior for the reasons explained previously.

Slide 20 – How do I complete the data recording form? (1:38)
If your school elects to also implement instructional choice in a more targeted way for some students as a Tier 2 support within your Ci3Tplan or other tiered system of supports. An example row for your Tier 2 grid for an instructional choice intervention is here on this slide. You will also want to have entry criteria for how you will identify students who need the instructional intervention. The scores listed here are one example, using the Student Risk Screen Scale-Internalizing and Externalizing, or SRSS-IE as a behavior measure. You will also determine what data will be used to monitor progress and make sure the intervention is having the desired effect. Data sources are listed first for student performance, in this case academic engagement and work completion. Second for treatment integrity, using the checklist just discussed, to make sure the intervention is being implemented as designed. Third for social validity, which was also reviewed, as a means to get feedback on the intervention before and after implementing it. Lastly, you will also want to have exit criteria to ensure students who

start a Tier 2 intervention only remain in it as long as needed. In this example we will look for students to have academic engagement of 80% or better and work completion of 90% or better. If you are interested in collecting data on academic engagement, we will discuss ways to measure academic engagement through direct observation in the classroom in another training module.

Slide 21 – Expanding Your Tool Kit (0:38)
Instructional choice is just one of the great low-intensity strategies that you can add to your toolkit to support students in your classroom both at Tier 1 and at Tier 2. We hope this training has helped you expand your personal teaching toolkit. We appreciate you being such a committed professional. For more information on instructional choice or other low-intensity strategies, check out Supporting Behavior for School Success: A Step-by-step Guide to Key Strategies. Also visit the Professional Learning section of Ci3T.org for trainings on other low-intensity strategies.