



Providing Choices

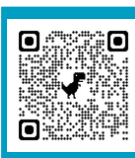
WHAT IS CHOICE MAKING

Providing choices is an antecedent-based strategy to increase motivation and engagement in the classroom, reducing the likelihood of interfering behaviors occurring. Choices allow students the opportunity to have control over their learning, empowering their decision-making abilities and autonomy. Both students with or at-risk for disabilities can benefit from choices being provided in the classroom.



STEPS TO IMPLEMENT CHOICE

1. Identify when to use choice making.
 - a. Pick situations in which the student displays interfering behaviors or does not consistently follow instructional demands. In these situations, In these situations.
2. Identify what choices you can offer.
 - a. Choices can be provided within activities or between activities. Within activity choices can be choosing where to sit to complete an assignment, choosing what materials to use, what order assignments are completed in, and so on. Between activity choices can be choosing what activity is completed next, what the student is working for, how break is going to be spent.
3. Provide opportunities for choice-making.
 - a. To avoid choice overload, start small with the number of choices you're offering. When providing choices, use visual, written, or visual cues to remind students what their choices in the activity are.
4. Praise and reinforce the student(s) for making choices.
 - a. When students make appropriate choices provide behavior specific praise and reinforcement to increase the likelihood students continue to make choices in the future.



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CLASSROOM EXAMPLE

Mrs. Harrison's class is learning about plants, and she has planned a hands-on activity that will have them grow their own seedlings over the course of the semester and document the progress. To give her students options and provide them some control over the experiment, she has built in some choices. Students can choose a seedling from a tree or a flower, with each having 3 species for the students to choose from. To collect progress data, students need to document plant progress both visually and textually. The journal is mandatory (useful for literacy and writing skills!), but the visual data can be completed through either physical materials or digital media. The physical materials include drawings, sketches, and charts, while the digital media uses the classroom camera to collect pictures that are taped and summarized in the journal. Finally, at the end of the semester they will present their seedling to the class. Students can present through a short PowerPoint, a poster board, or a short pre-recorded video.



RESEARCH BASE

- Incorporating choice-making can lead to increased student engagement and on-task behaviors (May, 2019).
- Offering choice is a simple, effective practice that can potentially be added to existing behavior interventions (Kruger et al., 2016).

REFERENCES

Kruger, A. M., Strong, W., Daly III, E. J., O'Connor, M., Sommerhalder, M. S., Holtz, J., ... & Heifner, A. (2016). Setting the stage for academic success through antecedent intervention. *Psychology in the Schools*, 53(1), 24-38.

Lane, K. S., Buckman, M. M., Iovino, E. A., & Lane, K. L. (2023). Incorporating choice: Empowering teachers and families to support students in varied learning contexts. *Preventing School Failure: Alternative Education for Children and Youth*, 67(2), 106-114.

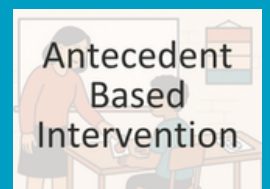
May, M. E. (2019). Effects of differential consequences on choice making in students at risk for academic failure. *Behavior Analysis in Practice*, 12 (1), 154-161.

ADDITIONAL RESOURCES

Lane and colleagues (2023) article providing guidance and steps for providing choice in the classroom and home setting.



More information about antecedent based interventions to prevent interfering behaviors.



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