MO SW-PBS TEACHER TOOL
ACTIVITY SEQUENCING AND CHOICE

PRACTICE: **Activity sequencing** is thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior.
Offering choice is providing options to engage in or complete activities (e.g. type of activity, order, materials, location, etc.)

RESEARCH STATES:

► Varying the sequence of tasks….can be very important for students who are at-risk for learning or behavior concerns (Darch & Kameʼenui, 2004).

► "Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement." (Kern and Clemens, 2007, p. 70)

► Offering choice and activity sequencing are preventive (antecedent interventions) because they are implemented before problem behaviors occur (Kern & State, 2009).

What is it?

► Sequencing through task interspersal (mixing easy/brief problems with more complex/ longer ones).

► Sequencing through behavior momentum (begin with simpler and move to more difficult).

► Including choice through options the instructor and/or students select ahead of implementation.

► Selecting choices that are matched to what is appropriate for the specific lesson(s).

Implementation:
Activity Sequencing

► Precede more difficult tasks with easier ones

► Intersperse at 1:3 ratio of one mastered to 3 new items

► Slowly fade the mastered items as fluency builds with new ones

► After successful completion, reinforce the student

Implementation:
Providing Choice

► Create a menu of choices that are practical and doable

► Solicit student feedback and input

► Teach choices

► Decide which choices are appropriate to include in what types of lessons or activities

► Provide choices as planned

Activity Sequencing	Examples	Choice (Students choose)	Examples
Task Interspersal	Plan 1 easy/ previously learned task, then new tasks, then easy/ previously learned task within the same assignment	Type of Activity/ Task	Menu of assignment options (e.g. draw a diagram vs. write a descriptive paragraph)
		Order of Tasks	3 tasks are assigned, student selects which to complete first
		Kinds of Materials	Keyboarding vs. pencil/ paper; Purple ink vs. pencil
Behavioral Momentum	Plan 2 very easy tasks, then 2 tasks that are a little more difficult, then 2 newly learned/ most difficult tasks within the same assignment	Work Group	Choose to complete a task with a partner, within a group or individually
		Location	Complete a task at student desk or study center

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. I plan lessons incorporating student choices in a variety of way (order, materials, partners, location, type of task).			
2. When I plan lessons I consider the pace and sequencing that are appropriate, practical and doable to promote each student's success.			
3. I sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks.			

References

Darch, C. B. & Kame'enui, E. J. (2004). *Instructional classroom management: A proactive approach to behavior management.* Upper Saddle River, NJ: Pearson.

Kern, L. & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools,* 44(1), 65-75.

Kern, L., & State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. *Beyond Behavior*, 18(2), 3-11.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: http://pbismissouri.org/