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 & Kame'enui, 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

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

Teacher Self-Assessment Tool

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


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/