MO SW-PBS *Classroom Activity Sequencing & 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 unexpected behaviors occur (Kern & State, 2009).

Aligns to MO Teacher Standards: 2:1, 2:6, 3:1, 5:1, 5:2, 5:3, 6:1, 6:2, 8:1

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

Activity Sequencing	Example
Task Interspersal	Plan 1 easy / previously learned task, then new tasks, then easy / previously learned tasks within the same assignment.
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

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

Choice (Students Choose)	Examples
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
Work Group	Choose to complete a task with a partner, within a group or individually
Location	Complete a task at student desk, in a bean bag chair, or on the carpet

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.

Activity Sequencing and Choice: Self-Assessment

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).

On numerical response questions, please rate your implementation using the following scale:

1 - Rarely 2 - Sometimes 3 - Almost Always 4 - Always

Teachers plan for and use the strategy of task interspersal to promote confidence and motivation for task completion.

In my classroom, I assign group and independent work.	Yes	No
In my classroom, I structure group and independent student activities so learners can suggest and make choices.	Yes	No
During group and independent work, I provide students with choices of less demanding and more demanding activities.	Yes	No
I plan group and independent work so that students can make instructional choices that reduce work refusal.	Yes	No
I plan group and independent work so that students can make instructional choices that reduce off-task behavior.	Yes	No
When students make instructional choices during group or independent activities that support confidence and task completion, I use positive feedback in response to expected behavior from students.	Yes	No

Teachers plan for and use behavioral momentum to engage and reinforce students for high probability behaviors, increasing the likelihood of the student engaging in more difficult or non-preferred tasks or behaviors.

During group and independent work, I provide students with choices that start with less challenging tasks and move to more challenging.	Yes	No
During group and independent work, I provide students with choices that start with highly preferred tasks and move to less preferred.	Yes	No
During group and independent work, I provide students with activities that include small, high probability behavior requests so they have the opportunity to feel successful.	Yes	No
When students make instructional choices during group or independent activities where they engage in more difficult or non-preferred tasks or behaviors, I use positive feedback in response to expected behavior from students.	Yes	No

Teachers plan for and use the strategy of offering choice to motivate and engage students.

During group and independent work, I provide students with autonomous choices (e.g. task from a list of choices, materials, work location).	*1 2 3 4*	
In my classroom there are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired.	Yes	No

MO SW-PBS Effective Teaching & Learning Practice 2023   * See pbismissouri.org for more details.

Activity Sequencing and Choice: Practice Profile

		Activity Sequencing and Choice		
Essential Functions	**Exemplary/ Ideal Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
Teachers plan for and use the strategy of task interpersonal to promote confidence and motivation for task completion.	• When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need support to begin and stay working can suggest and make choices to alternate between less demanding tasks and more demanding tasks, reducing work refusal and off-task behavior. • The teacher uses specific positive feedback in response to student use of expected behavior.	• When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need support to begin and stay working can alternate between less demanding tasks and more demanding tasks. • The teacher uses specific positive feedback in response to student use of expected behavior.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • When assigning group and independent work, the teacher occasionally structures plans and tasks so learners who need support to begin and stay working can alternate between less demanding tasks and more demanding tasks. • The teacher uses specific positive feedback in response to student use of expected behavior.	*(Follow-up professional development and coaching is critical.)* • There is no evidence of the use of task interspersal.
Teachers plan for and use behavioral momentum to engage and reinforce students for high probability behaviors, increasing the likelihood of the student engaging in more difficult or non-preferred tasks or behaviors.	• When assigning group and independent work, the teacher consistent- ly structures plans and tasks so learners who need to start with small, high probability behavior requests can suggest and make choices to increase the likelihood of experiencing success before presenting increasingly challenging or non-preferred activities or tasks. • The teacher uses specific positive feedback in response to student use of expected behavior.	• When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need to start with small, high probability behavior requests can experience success before presenting increasingly challenging or non-preferred activities or tasks. • The teacher uses specific positive feedback in response to student use of expected behavior.	• When assigning group and independent work, the teacher occasionally structures plans and tasks so learners who need to start with small, high probability behavior requests can experience success before presenting increasingly challenging or non-preferred activities or tasks. • The teacher uses specific positive feedback in response to student use of expected behavior.	• There is no evidence of the use of behavioral momentum.
Teachers plan for and use the strategy of offering choice to motivate and engage students.	• When assigning group and independent work, the teacher structures plans and tasks so learners can suggest and make choices to have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). • There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired.	• When assigning group and independent work, the teacher consistently structures plans and tasks so learners can have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). • There are protocols and procedures for sup- porting student choice and allowing students to adjust their choice if desired.	• When assigning group and independent work, the teacher occasional- ly structures plans and tasks so learners can have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). • There are protocols and procedures for sup- porting student choice and allowing students to adjust their choice if desired.	• There is no evidence of providing choice to students.