

Intervention Name: Choice-Making

Function of Intervention:

This intervention has the potential to be effective with children who can do a task, but are deciding not to do so. The purpose of choice-making interventions is to promote engagement by providing the opportunity for student decision-making and agency with regard to assignment choice and/or order. A review of 13 choice-making intervention studies by Shogren and colleagues (2004) found that it was consistently effective in reducing the frequency of problem behaviors. A secondary benefit of this intervention is that it promotes self-determination, which may be particularly useful for students with disabilities, given that their opportunities for decision-making are often restricted.

Brief Description:

A choice-making intervention provides a method for reducing undesirable behaviors by allowing for student choice in at least one of two areas: assignment selection, or the order of assignment completion. With the first option, the teacher provides the student with two or more assignments with comparable content and the student is allowed to choose which assignment to complete. With the latter option, the student is provided with multiple assignments and given the opportunity to decide the order of assignment completion. The two approaches can be combined and students can be given the opportunity to both choose the assignments themselves and the order of assignment completion.

Procedures:

- A. Assignment Selection
 1. Instead of providing a single assignment option to promote the acquisition of learning material from a given lesson, provide 2 or more assignment options that satisfy the same instructional objectives.
 2. Describe the assignments options to the target student requiring that they select 1 of several available options.
- B. Choice of Assignment Order
 1. Communicate clear expectations to the target student regarding which assignments must be completed.
 2. Provide the student with the option of choosing the order of assignments to be completed.

Critical components that must be implemented for intervention to be successful:

- While providing the target student with choices, maintain consistent expectations regarding work completion in relation to student decisions.
- Ensure that there is an appropriate match between student academic skills and assignment difficulty.
- Set a time limit for assignment completion.
- Provide positive reinforcement (verbal or material) for on-task behavior and assignment completion, and ignore off-task behaviors.

References:

Shogren, K. A., Faggella-Luby, M. N., Bae, S., & Wehmeyer, M. L. (2004). The Effect of Choice-Making as an Intervention for Problem Behavior: A Meta-Analysis. *Journal Of Positive Behavior Interventions*, 6(4), 228-237.

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