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| **Missouri SW-PBS ETLP Practice Profile** | | | | | |
| **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.)** | | | | | |
| **Sequencing and Choice** | | | | | |
| **Essential Functions** | | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | Teachers plan for and use the strategy of task interspersal 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.* | * *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.* | * *There is no evidence of the use of task interspersal.* |
| 2 | 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 consistently 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.* |
| 3 | 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 supporting student choice and allowing students to adjust their choice if desired.* | * *When assigning group and independent work, the teacher occasionally 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 supporting student choice and allowing students to adjust their choice if desired.* | * *There is no evidence of providing choice to students.* |

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| **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; use of technology |
| **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 |