




Delete this Slide.

Notes to Consultants

- Slides with a **red background** indicate that you can select an activity that fits the session and audience
- Slides with the pencil icon  denote an activity that may also include discussion.
- Slides with the group icon  denote a discussion.
- Slides with a yellow star  denote accompanying materials must be accessed.



Trainer Notes (Remove before training.)

Approximate Time Estimates:

Session	1.5 hours
• Activity Sequencing & Offering Choice	90 minutes

ETLP 7: Activity Sequencing and Choice



MU Center for SW-PBS
College of Education
University of Missouri



Working Agreements

Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

Attention Signal Practice

- Select and teach an attention signal.

Introductions


- Insert an Introductions Activity.

Session Outcomes

At the end of the session, you will be able to...

- Discuss and plan for using Activity Sequencing in the classroom including:
 - Task Interspersion
 - Behavior Momentum
- Discuss and plan for using Student Choice in the classroom.

Effective Classroom Practices

1. Classroom Expectations
 2. Classroom Procedures & Routines
 3. Encouraging Expected Behavior
 4. Discouraging Inappropriate Behavior
 5. Active Supervision
 6. Opportunities to Respond
 7. **Activity Sequencing & Offering Choice**
 8. Task Difficulty
- 

Activity Sequencing & Choice



For students who *can do* the work but don't, activity sequencing and choice strategies may be helpful.



Activity Sequencing & Offering Choices

- Increases student engagement with learning and task completion.
- Decreases disruptive behavior.
- Improves student perceptions of assignments previously considered too difficult.
- Helps build positive adult-student relationships

Activity Sequencing

Intentionally planning instructional tasks, activities, or requests to promote learning and encourage expected behavior



Activity Sequencing

Sequencing content to promote learning and encourage expected behavior.

Two strategies:

- *Task Interspersal*—Intermingle easier tasks among longer or more difficult tasks.
- *Behavior Momentum*—Using simple instructions to precede more difficult instructions.

Task Interspersal

Word Sort

-ad -am -at

Write 5 words for each

-ad -am -at

Read your list to a partner

-ad -am -at

Definition

- A simple strategy of interspersing tasks that have already been mastered with new and/or more challenging material

Task Interspersal



Emily



Guideline for Using Task Interspersal

- An item must be truly at mastery level before using for interspersing.
- Students prefer assignments when up to 30% of items are new.
- Intersperse in a ratio of 1:3; one mastered to every three new items.
- Slowly fade the mastered items as fluency builds with new content.
- Eventually eliminate the already mastered items.

Logan and Skinner (1998)



Activity: Task Interspersal Personal Reflection

Think about your classroom.

- List several of the activities or assignments students complete in your class.
- Identify ways you could incorporate task interspersal and mixing mastered material with new material in each activity or assignment.
- Share with a partner.



Task Interspersal Personal Reflection

Session Outcomes

At the end of the session, you will be able to...

- ✓ Discuss and plan for using Activity Sequencing in the classroom including:
 - ✓ Task Interspersal
 - ✓ Behavior Momentum
- Discuss and plan for using Student Choice in the classroom.

Behavioral Momentum

Word Sort

-ad -am -at

Read your list to a partner

-ad -am -at

Write 5 words for each

-ad -am -at

Definition

- Using the momentum of easier tasks or requests to build energy or motion to complete requests or activities of greater difficulty.

Michael



Behavior Momentum

- Identify behaviors that have a high probability of completion.
- Then precede more difficult requests with three or more requests the student can readily do.
- After successful completion, reinforce the student.
- Then present the task that is known to have a lower probability of being completed.
- Again, reinforce the student.
- Gradually reduce the number of easier requests.



Discussion: Behavior Momentum

Think about your classroom and students.

- *What do you already do to sequence activities or requests to produce behavioral momentum?*
- *What students or tasks could benefit from this strategy?*
- *How will you incorporate this into your daily practices?*

Be prepared to share.

Offering Choice

Intentionally planning for providing options to students such as method of response, tools and supplies, working independently or with peers, order of tasks, location for working, etc.



Student Choice



Student Choice

- Type of activity or mode of the task (e.g., written, oral, project, etc.).
- Materials used to complete an assignment.
- Order or sequence in which tasks are completed.
- How the work will be done or with whom to work (e.g., work in a group, pairs, individually).
- Where to work.
- What to do when task is done.



Activity: Student Choice

Read the scenario from Mr. Franklin's class on handout *Student Choice Activities*. Underline when he offered choice.

Be prepared to share with the group.



Student Choice Activities

Mr. Franklin Offers Choice

Mr. Franklin knows that his students enjoy project-based activities that relate to their everyday lives. He also knows of students who love using technology rather than paper and pencil tasks. He considers his resources (e.g., available computers, physical space, staff and time) and develops his plan carefully.

When presenting the new unit on recycling, Mr. Franklin offers students a choice of two activities: 1) develop a recycling survey or 2) plan a recycling program. He has students vote on what activity they want to pursue that day. Students then divide into two groups according to their choice.

Mr. Franklin Offers Choice - Continued

Mr. Franklin allows group one to develop a recycling plan for either their classroom or neighborhood; group two could develop their own survey questions or browse the internet to search for other surveys to use as an example. He further allows students to select whether they prefer to work in their group, pairs, or individually. After these decisions are made, Mr. Franklin guides them to choose if they want to handwrite the survey or recycling plan or prepare it on the computer.

When the work is complete and shared, Mr. Franklin asks students to write on a piece of paper what parts of the lesson they enjoyed most and why. He plans to use the feedback for future lesson planning.

(Adapted from Kern & State, 2009)

Steps for Using Choice in the Classroom

1. Create a menu of choices you could to provide to students.
2. Look through your choice menu before planning each lesson.
3. Decide what types of choice are appropriate and where they fit best in the lesson.
4. Provide choices as planned while teaching the lesson.
5. Solicit student feedback and input.



Discussion: Student Choice

- *What are your reactions to giving students choice?*
- *How do you currently use choice in your classroom?*
- *Are there ways that you could increase the opportunities for student choice without compromising learning outcomes in your classroom?*



Activity: Student Choice

Using the handout, list the subjects or content areas you teach. Identify the ways you might include student choice for each.

Work independently or with a partner.

Be prepared to share.

- *Type of activity or mode of task.*
- *The order or sequence of tasks to be done.*
- *The kind of materials to be used.*
- *How the work will be done or with whom to work.*
- *The location of the work.*
- *What will be done when work is completed.*



Student Choice Activities

Session Outcomes

At the end of the session, you will be able to...

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 - ✓ Task Interspersion
 - ✓ Behavior Momentum
- ✓ Discuss and plan for using Student Choice in the classroom.

Contact Information

Facilitator Contact Information:

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