**ETLP 7: Activity Sequencing and Choice Pre/Post Answer Key**

***Select the best match for each question.***

1. Researchers have found that students are more likely to engage with tasks and be less likely to misbehave when they perceive the assignments as \_\_\_\_\_\_\_\_\_\_ .
   1. High stakes
   2. **Doable**
   3. Simple
   4. Routine

**Rationale: For those students who can do the assigned academic work, but do not choose to do it, activity sequencing and choice strategies may be helpful. Researchers have found that students are more likely to engage with tasks and be less likely to misbehave when they perceive the assignments as doable and they are provided choices regarding their assignments.**

1. Mixing easier tasks among more difficult tasks, and using simple instructions to precede more difficult instructions is known as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
   1. Mixing it up
   2. **Task Interspersal**
   3. Juxtaposition

**Rationale: A simple strategy of interspersing tasks that have already been mastered within the assignment can promote greater confidence and motivation to both begin and finish the activity. While the original research was in the content area of math, the success with broader use is well known. Based upon the well-documented principles of reinforcement, completed problems are reinforcing. Easier tasks or items that are interspersed and completed readily are reinforcing for students and encourage sustained work and task completion. Task interspersing also positively impacts the overall perception of the assignment.**

1. Using easier tasks or requests to build energy or motion to comply with the following request or activity of greater difficulty is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
   1. **Behavior momentum**
   2. Ramping it up
   3. Greasing the wheels

**Rationale: In essence, using behavior momentum is a strategy that entails making requests that are easy for the child before making requests that are more challenging or difficult.**

1. Offering \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ appears to help both with compliance and affect.
   1. Money
   2. Bribes
   3. **Student choice**
   4. Fruit

**Rationale: Because we want to increase the likelihood that students will engage in learning and complete tasks, we should become skillful at selectively using student choice of activities, materials used to complete a task, or order in which tasks are completed. Students can also be given choices for with whom they work, where they will work, and what they can do once their task is complete.**

1. Activity sequencing and offering student choice can be used class-wide or with individual students.
   1. **True**
   2. False

**Rationale: As with activity sequencing, offering student choice can be used class-wide or with individual students. For example, choice may be offered to a class, group or an individual student that has multiple unfinished tasks. In these situations, offering choice on which task to do first increases the likelihood the work will be completed.**