

INSTRUCTIONAL CHOICE:

An Introduction

Instructional Choice is a strategy that provides students with opportunities to independently select a provided option from two or more possibilities. Instructional choice is an antecedent-based strategy emphasizing the environment, meaning changes are made to instructional conditions. Instructional choice has been associated with promoting decision-making and other self-determined behaviors in students. Teachers can facilitate choice making by offering two forms of instructional choice: across activity choices and (2) within activity choices (Lane, Menzies, Ennis, & Oakes, 2015).

Instructional choice has been shown to increase student's engagement and decrease disruption (e.g., Dunlap et al., 1994). Instructional Choice is grounded in positive behavior interventions and supports (PBIS) and can be easily implemented by educators to support content instruction, decrease problem behaviors, and increase students' academic engagement and work completion. Incorporating instructional choice in the classroom enables teachers to differentiate instruction along with communicate their respect for students' interests and abilities (Lane, Menzies, Bruhn, & Crnobori, 2011).

Educators interested in implementing instructional choice in their classroom should consider the following: provide students with two or more options, allow students to independently select an option, and provide students with the selected option (Jolivet, Stichter, & McCormick, 2002). Educators can implement instructional choice in their classrooms in a variety of ways, giving students options across and within activities. For instance, Think-Tac-Toe boards differentiate instruction and "give students a choice in how they demonstrate their understanding of a given topic" (Florida Inclusion Network, 2015).

Examples of Instructional Choice	
Across Activity Choices	Within Activity Choices
<u>Differentiation of Product:</u> Written Paper, Oral Presentation, YouTube Video Think-Tac-Toe Boards	<u>Differentiation of Materials:</u> Crayons or Markers? Pencil or Pen? Paper and pencil or Computer?
<u>Order of Completion:</u> Which activity would you like to do first? Select a learning center Create a schedule for the day	<u>Differentiation for Work Completion:</u> Select 3 out of 5 problems Choose Even or Odd problems Work independently or with a partner? Finish in class or at home?