**Instructional Choice:**

*Adapted from Ennis, Oakes & Lane, 2016*

**What is instructional choice?**

“…opportunities to make choices means that the student is provided with two or more options, is allowed to independently select an option, and is provided with the selected option" (Jolivette, Stichter, & McCormick, 2002, p. 28)

**Types of instructional choices** (Rispoli et al., 2013):

* Across-activity choices:
	+ Paper, presentation, or YouTube video to show me what you know?
	+ Which activity would you like to do first?
	+ Pick a learning center
* Within-activity choices:
	+ Crayons or sparkly markers?
	+ At your desk or in the library?
	+ Work independently or with a partner?
	+ Which book would you like to read?
	+ Finish in class or at home?
	+ Typed or handwritten?

**Why is instructional choice effective?**

* Easy
* Little time
* Offers students control
* Promotes decision making and other self-determined behaviors

**Benefits:**

* Feasible, does not require excessive preparation, is easy to implement, and supports content instruction (Kern & State, 2008; Morgan, 2006; Ramsey et al., 2010).
* Teaches self-determined behaviors

**Challenges:**

* Preparing independent tasks for the time provided
* Think about procedures for collecting and evaluating different types of assignments

**Research:**

* Increasing Engagement and Decreasing Disruption in Elementary Self-Contained Classrooms (Dunlap et al., 1994)
* Increasing Time On-Task, Task Completion, and Accuracy in Residential Facilities (Ramsey, Jolivette, Patterson & Kennedy, 2010)
* Increasing Task Engagement and Improving Academic Performance in an Inclusive Setting (Skerbetz & Kostweicz, 2013)