

00:00

let's take a look at the fidelity

00:01

checklist for offering choices this

00:04

antecedent based intervention is used to

00:07

increase compliance and also decrease

00:09

problem behaviors that may occur during

00:12

certain activities or when certain

00:13

demands are given this fidelity

00:17

checklist is divided into three sections

00:20

preparation teaching and implementation

00:24

we'll cover each step individually

00:28

step 1 in the preparation section is to

00:31

ensure that your student has the

00:33

prerequisite skills of being able to

00:35

make a choice

00:36

this either needs to be an established

00:38

or emerging skill if you're going to

00:40

immediately implement choice making step

00:44

2 identify the behavior that you want to

00:46

increase or decrease so this could be a

00:49

demand that you want the student to

00:51

comply with or an activity you want them

00:54

to engage in that you want to increase

00:57

or it could be a problem behavior that

00:59

occurs that you want to decrease next

01:03

you're going to determine what choices

01:05

you might embed within your

01:06

instructional activities that may

01:09

increase compliance and decrease problem

01:12

behaviors that are occurring when you

01:14

give demands for those activities some

01:17

things to consider when you're

01:18

determining the types of choices that

01:20

you might give if you can embed the

01:22

students interests into the choices that

01:26

you give this is sometimes most

01:28

beneficial for example if the student

01:30

has a favorite color you might provide

01:32

writing utensils in that color and then

01:34

give them the choice of what writing

01:36

utensil they want to use another thing

01:39

that's beneficial is to provide discrete

01:41

choices

01:42

whenever possible rather than open-ended

01:44

choices for example you might say do you

01:47

want to do math first or reading first

01:49

rather than saying what do you want to

01:52

work on step 4 you want to ensure the

01:56

choices that you give have equal value

01:59

this means any choice the student makes

02:02

is gonna allow you the teacher to meet

02:05

the goal that you need to make so if

02:07

you're giving a choice about how you

02:09

want the student to write their spelling

02:11

words

02:12

you can let them write with any sort of

02:14

utensil they might want to write with or

02:17

you can let them write on different

02:18

types of paper in different locations

02:20

around the room at different times of

02:23

the instructional day any of those

02:25

choices allow you to meet your end goal

02:27

which is you need the student to write

02:29

their spelling words step 5 for

02:32

preparation you have to determine

02:34

whether or not you may need visual

02:36

supports to help the student either

02:38

learn to make choices or make choices in

02:41

the moment picture cards or choice

02:43

boards are some examples of visual

02:45

supports that you might use this might

02:47

be particularly important for your

02:49

students who have language delays and

02:51

have difficulty either processing spoken

02:55

instructions that are given to them or

02:57

expressing verbally what their choices

03:00

might be step 6 for preparation you're

03:03

going to need to make any of the visual

03:05

supports that you might need to

03:07

facilitate either teaching or

03:09

implementation of choice making in the

03:11

moment once you're prepared you're ready

03:14

to move on to the teaching phase this is

03:16

needed if you have a student for whom

03:18

making choices is an emerging skill you

03:22

may need to use various levels of

03:23

prompts to teach them how to make

03:25

choices before you implement choice

03:28

making at various times throughout the

03:30

day once that's complete you move into

03:32

the implementation phase in the

03:35

implementation phase you're going to

03:37

give choices at various times throughout

03:39

the day when you give those demands or

03:42

instructions where the student is likely

03:44

to be non-compliant or to engage in your

03:47

target prone behaviors an important

03:51

thing to remember when you're using

03:52

choice is that you always want to offer

03:55

the choice before the student has

03:58

problem behavior so you want to embed

04:01

that choice into the initial instruction

04:04

that you give the student rather than

04:07

giving the choice as a way to redirect

04:09

problem behavior if needed you may have

04:13

to provide verbal or physical prompts to

04:16

help the student make choices especially

04:17

when you first start implementing this

04:20

intervention and then step 10 you're

04:23

gonna provide praise and feedback when

04:25

the student

04:26

makes a choice and of course access to

04:28

whatever item they've chosen so if you say

04:31

do you want to write your spelling words

04:33

in crayon marker or pencil and they

04:36

choose crayon you provide access to the

04:38

crayon the last step of implementation

04:42

is to collect data to help you evaluate

04:44

the effectiveness of offering choices

04:46

this may be data to look at compliance

04:49

with the different demands that you're

04:52

giving when you're using choice or it

04:54

might be data to look at different

04:56

levels of problem behavior that you're

04:58

trying to decrease

English (auto-generated)