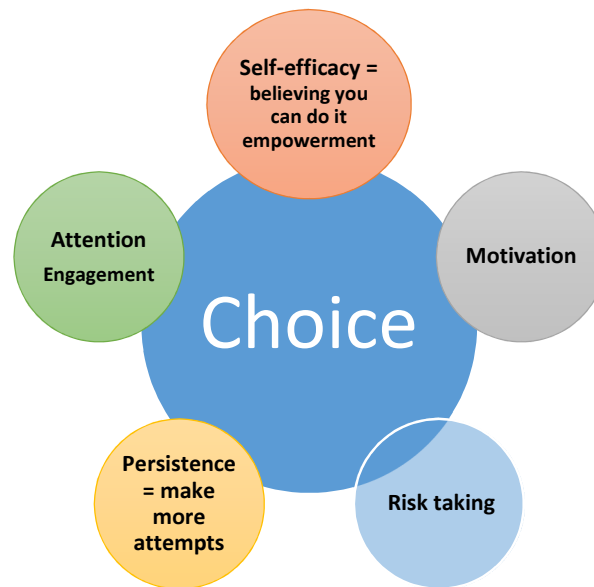


Lesson for Providing Choice

Includes: Two-page Handout

Student Schedule

Student Schedule with Choices Added



### Research Supporting Key Elements of Choice

A key element of self-efficacy is control. Research by Sylva et al. (as cited in Whitebread & Coltman, 2011) supports the notion that when children feel in control of their learning they will **attend** longer and **attempt more** creative solutions to problems than when adults set the learning task.

Research by Reeve et al. (2009), found significant correlations between self-efficacy and intrinsic motivation. In classrooms where students were allowed **choice** in setting their own goals, allowed to pursue their own interests, and to solve problems in their own manner, they experienced more **positive feelings about themselves** and their learning and as well, were more likely to **display deeper learning**, better performance, and **greater persistence** than was found in the control group classrooms.

Research by Harris & Graham (as cited in Wong & Butler, 2012), has demonstrated that Individuals who believe they are capable of successful performance are likely to **choose challenging activities, work hard**, and **persist** when difficulties are encountered. Thus, strong self-efficacy may lead to greater and more effective self-regulation.

Explicit rewards (positive reinforcement) that are focussed on nurturing children's skills and activities rather than achievements are valuable and can **motivate** behaviour that otherwise would not change. Students will be more likely to try something new and develop new skills. Extensive special education literature shows the value of using rewards (Biglan, Flay, Embry, & Sandler, 2012).

### References

- Reeve, J., Ryan, R., Deci, E. L. & Jang, H. (2009). 'Understanding and promoting autonomous self-regulation: A self-determination theory perspective'. Ch. 9 in D.H. Schunk & B.J. Zimmerman (Eds.) *Motivation and self-regulated learning: theory, research and applications* (pp.223-244). New York: Routledge.
- Whitebread, D. & Coltman, P. (2011) Developing young children as self-regulated learners. Ch. 10 in J. Moyles, J. Georgeson & J. Payler (Eds.) *Beginning Teaching: Beginning Learning: In Early Years and Primary Education* (pp.121-138). Maidenhead: Open University Press.

Wong, B., Butler, D,D.L.(Ed.)(2012). *Learning About Learning Disabilities* (4<sup>th</sup> ed.). Amsterdam, NL:  
Academic Press

Who	What	When	Where
<ul style="list-style-type: none"> <li>• Choose partner</li> <li>• Choose group</li> <li>• Choose who does what, roles within group, e.g. reader, spelling checker, map drawer, calculator checker.</li> <li>• Choose who reads which sections (SEA or Student).</li> <li>• Choose who writes which sections (SEA or Student).</li> </ul> <p>NOTE: Consult with classroom teacher, Resource Teacher etc. to ensure the choice will be acceptable to all and is within expectations.</p>	<p>(Often choices can be based on Learning styles, Gardner's intelligences or adaptations.)</p> <ul style="list-style-type: none"> <li>• Materials: coloured paper, pencils, pens, cool erasers, math manipulatives, computer, iPAD, interesting calculators, writing on wipe board.</li> <li>• Content: If students are practicing skills such as summarizing, problem solving, basic math facts, printing practice, etc., the content can often be changed to allow them to choose an interest. For example, summarizing could be done with a book of their choice, math facts with a game of their choice, printing something they choose to copy from a book, typing something they choose to copy from a book, or reading practice with a book of their choice.</li> <li>• A common adaptation is for a student to do only the odd or even numbers on a page. How about letting them choose?</li> <li>• Reinforcements: external rewards such as tickets, stickers, parking spots, Pokemon cards, time for reading, IPAD, computer game, card game, coupons, popcorn, cereal, fruit gummies. Reinforcements for a student to earn for their group: extra time for game play, extra recess time, preferred activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose order of tasks in a given time frame, e.g. student decides which goes first second or third, sight word practice, word sorts, or typing.</li> </ul>	<ul style="list-style-type: none"> <li>• At desk</li> <li>• At table</li> <li>• On floor</li> <li>• Beanbag Chair</li> <li>• Couch</li> <li>• Hallway</li> <li>• Library</li> <li>• Cloakroom</li> <li>• Outside</li> <li>• Study hall</li> <li>• Open area</li> <li>• Atrium</li> <li>• On pillow</li> </ul>

## Matthew CASE STUDY

Matthew is a grade six student who has an IEP and a diagnosis of Autism.

His IEP outlines his **strengths** as: enjoys working with select students, creative, imaginative, good at applied math, good comprehension, is able to use Kurzweil (computer program for reading/writing)

Matthew's **weaknesses** are listed as: written output, below grade level reading, basic math facts, attention, task completion, making inferences

**Adaptations** listed on IEP include: reduced written output, reduced reading level, chunked work, use of calculator.

In addition Matthew is a **kinesthetic** learner, loves Pokemon and enjoys games on the computer and avoids work by complaining loudly and often loses his DPA because he has not finished his math facts.

### **Matthew's Schedule**

Review daily agenda with class

Class begins working on a writing exercise while Matthew with the aid of his SEA begins his 15 min. Typing practice and sight word lists.

Reading using Kurzweil

Answering comprehension questions based on Kurzweil.

### **Recess**

Basic facts drill whole class (How many can they complete in five minutes and graph) Matthew works on his own completing simple multiplication and division questions using counters for manipulatives.

Whole class lesson on math (problem solving) Next class is divided into groups to solve problems. Matthew's group includes his SEA.

DPA - Running laps around the field (15 min.)

Silent reading

### **Lunch**

Whole class completing individual projects about habitats. Each student must include: map, title page, written description of plants, animals, climate, and topography. Also must include one animal's special adaptations to their particular habitat.

Music: Matthew hates music, can't read the notes, is behind in his recorder.

### Choices added into Matthew's Schedule

Review daily agenda with class

A blank schedule where Matthew chose the order in which he would do his language arts activities before recess. Coupled with 1 choice of three reinforcements for completing his work.

Class begins working on a writing exercise while Matthew with the aid of his SEA begins his 15 min. Typing practice and sight word lists. Reading using Kurzweil Answering comprehension questions based on Kurzweil.

#### Recess

Basic facts drill whole class (How many can they complete in five minutes and graph) Matthew works on his own completing simple multiplication and division questions using counters for manipulatives.

Choice of manipulatives used for counting. Basic facts on different colour paper, choice of pencils. (added in card and dice games to review basic facts and then he could choose the game)

Reinforcements: Matthew could choose between three math games on the computer when he completed his work in the time given. He also was given a choice of sitting at the table or at his desk.

Whole class lesson on math (problem solving) Next class is divided into groups to solve problems. Matthew's group includes his SEA.

At times Matthew was allowed to choose his partners and other times they were chosen for them. He was the checker and used the calculator to check that his group's questions were correct. He also had a check list to make sure his group was going through a list of strategies.

DPA - Running laps around the field (15 min.) Silent reading

Choice of reading with a partner on the beanbag chair, listening to Kurzweil, or to an IPAD.

#### Lunch

Whole class completing individual projects about habitats. Each student must include: map, title page, written description of plants, animals, climate, and topography. Also must include one animal's special adaptations to their particular habitat.

Choices were picked from a list of learning style choices that included kinesthetic options. Matthew could choose making a model of his habitat, making a model of the map, creating a new animal that would be well suited to the environment, or choosing to do the same activities but based on a Pokemon and their habitat.

Music: Matthew hates music, can't read the notes, is behind in his recorder.

Choice of external reinforcement's choice of playing a percussion instrument, choice of learning an online instrument. (the last two choices required discussions with teachers and parents)