

ETLP 7: Activity Sequencing and Offering Choice Fact Sheet

Definition

Activity sequencing is altering the way instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages expected behaviours.

- **Behavioural momentum**
 - precede more difficult tasks with easier ones
- **Task interspersal**
 - mixing easy/brief problems with more complex/ longer ones

Offering choice is providing options to engage in or complete activities (e.g., type of activity, order, materials, location, etc.)

Rationale

Activity sequencing and offering choice:

- are preventive (antecedent interventions) because they are implemented before problem behaviours occur
- increase student engagement with learning and task completion through motivation
- promotes confidence and motivation to both begin and finish activities
- are reinforcing for students and encourage sustained work and task completion
- improves student perceptions of assignments previously considered too difficult.
- Help to build positive adult-student relationships.

Choice of Activities	Type of Activity/Task	Menu of task options (e.g., draw a diagram vs. write a descriptive paragraph).
	Order of Tasks	Three tasks are assigned, student selects which to complete first.
	Kinds of Materials	Computer vs. pencil/paper; Purple ink vs. pencil
	Work Group	Choose to complete a task with a partner, within a group or individually.
	Location	Complete a task at student desk or study centre.

Trauma Lens

- Creating more effective and equitable learning environments benefits all students, including students who have experienced traumatic events or adverse childhood experiences.
- Providing choice develops student independence.

Guidelines

- An item must truly be at mastery level before it can be used for interspersing.
- Students prefer assignments with a mix of already mastered tasks with current skill tasks.
- Students prefer academic assignments when up to 30% of items are new.
- Gradually increase the number of new items.
- Eventually eliminate the mastered items.

Planning for Practice

Behaviour momentum:

Precede targeted more difficult requests (low-p) by giving three or more (high-p) requests. The high-p requests should be:

- responses in which the student has a history of success,
- immediately followed by feedback,
- delivered in quick succession,
- delivered immediately prior to the difficult tasks, and
- take no more than a few seconds to complete.

Task Interspersal:

- precede more difficult tasks (low-p) with easier ones high-p.
- intersperse at 1:3 ratio of one mastered to 3 new items
- after successful completion of each task, reinforce the student
- slowly fade the mastered items as fluency builds with new ones
- after successful completion, reinforce the student.

Choice of Activities

- create a menu of choices that are practical and doable
- solicit student feedback and input
- teach how to make choices

