

## Choice Making Scripted Routine

- Position yourself in front of Bo.
- Show Bo the two objects, one-at-a-time. Label and talk about each item briefly. When and where appropriate, allow Bo to touch and to interact with the objects for a few seconds (particularly if Bo is not familiar with them).
- Remove both objects from Bo's visual field.
- Present both objects together at mid-line and move one slowly to Bo's right, and move the other object slowly to Bo's left.
- Ask Bo to look at/touch the one he wants, then wait for several seconds allowing Bo ample time to respond.
- Take Bo's first steady gaze/reach/touch (to the right or left) as his choice.
- Tell Bo what he has chosen and immediately involve him in the outcome of that choice.
- If you cannot determine which item Bo wants, (inaccurate gaze, touch), tell him that you didn't understand which one he wanted and repeat above steps.

*If Bo does not respond to a choice opportunity, then you have one of three options available to you:*

- Your first choice should always be to repeat the task. Students many times and for a number of reasons may not have understood the task. Thus your first response should always be to repeat the sequence, in addition to giving the student feedback that you couldn't read their response or that they gave you no response at all.
- Bo may not want either item that you are offering and, therefore, does not respond. You can take Bo lack of response and interpret this for him by telling him, " \_\_\_\_\_, you didn't choose \_\_\_\_ or \_\_\_\_\_. I think you don't want \_\_\_\_ or \_\_\_\_\_." At this point, you can offer two new items, if you wish, or just carry on to the next routine activity.

- Bo may not be responding for any number of reasons. However, Bo's lack of response can have consequences. In addition, Bo will likely learn via natural consequences, which are consistent and frequent. Given this information, if Bo is offered a choice and does not respond, you can give him specific feedback: ("Bo , you are not making a choice") and then have Bo lack of response have a consequence ("Since you didn't choose one, I'm going to choose for you. I choose \_\_\_\_."). In this instance, it would be preferable for you to choose the less desirable of the two items, as this may have a greater impact on Bo. In some instances, both items will be of equal desirability, however whenever possible select the least desirable item.

A Choice Making Data Sheet can be used to assist Bo's team in looking at the frequency with which you are offering Bo choices. In addition, the information from the data sheet will tell you whether Bo is showing a strong preference for selecting primarily from the right or left. Other information that can be obtained from this data sheet is which items/activities Bo tends to prefer. Thus you can identify a list of motivating items for Bo based on his frequency of choice selection.

It is suggested that if you are going to use the data sheet, that you try to keep very close and accurate records for 1-2 week periods, as opposed to collecting data daily over a long period of time. You will probably get sufficient information in a shorter time period (sampling) and it may be more accurate if you are only collecting data for a short time frame.

We all make thousands of choices daily. Bo is not able to make choices independently, thus it becomes his team's responsibility to offer him opportunities for choice making to encourage this skill development and the growth of his personal autonomy. It is suggested that a minimum number of 10 choices be offered to Bo per school day. This may be difficult at first, however once you begin to do it regularly, you will find it gets easier. In addition, other opportunities will hopefully become more apparent to you as the process becomes more automatic. Once you achieve this level with some regularity, increase your objective by 5 each time until you feel you are at your maximum.