

**Choice Making as a Means to Self-Determination
for Infants, Toddlers, & Preschoolers with
Combined Vision & Hearing Loss**

**MaryAnn Demchak, Ph.D., BCBA-D
Jill Grattan, M.Ed.**

Nevada Dual Sensory Impairment Project

University of Nevada, Reno

<http://www.unr.edu/ndsip/>

Purpose of this Presentation

- Importance of choice making
- Opportunities to teach and encourage choice making
 - The choice diversity model
- How to teach and encourage choice making

Importance of Choice Making

- Choice making is a fundamental self-determination skill
- Choice making enhances personal satisfaction and quality of life
- Choice making prepares individuals for independence
- Choices can provide motivation to learn
- Choices can prevent problem behaviors

Choice Making Process

<p><u>Options</u> The 2 or more options from which the person is choosing</p>	<p><u>Responses</u> The response that tells us what was chosen</p>	<p><u>Outcomes</u> What the person “got” – expression of preference and control</p>
What	How	Why

Determining the Choice Options – “What”

- Based on child’s likes / preferences
- Can identify likes / preferences using ...
 - Formal preference assessments
 - Please see <http://www.unr.edu/ndsip/>
 - Newsletters Winter(2) 2016 and Summer 2014 for step-by-step directions on completing formal preference assessments
 - Observation
 - Parent / significant other report

Choice Responses or “How”

- Children can tell us in a number of ways what they are choosing
 - Body movement
 - Touch
 - Eye gaze
 - Guide partner’s hand
 - Gesture
 - Sign
 - Talk
 - And many other ways – not an exhaustive list
 - Determined by child’s communication

**In addition to What and How:
When Can Choices be Made?**

- There is a wide range of opportunities to teach & encourage choice making
- We often do not provide enough opportunities
- Many opportunities are overlooked
- We often limit choices to “between activities”
 - However, what is the range of choices that WE all make?

Range of Opportunities to Teach & Encourage Choice Making (When)

Next slides provide **EXAMPLES**
We hope that you add to them through our discussion!

Range of Opportunities to Teach & Encourage Choice Making

<p>Within Activity Choices</p> <ul style="list-style-type: none"> • Home <ul style="list-style-type: none"> • Snack options • Drink options • Snack or drink? • School <ul style="list-style-type: none"> • Snack options • Free time activity • Materials (e.g., paints or markers) 	<p>Between Activity Choices</p> <ul style="list-style-type: none"> • Home <ul style="list-style-type: none"> • Which play activity first? • Brush teeth or brush hair first? • School <ul style="list-style-type: none"> • Counting or letters first?
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Range of Opportunities to Teach & Encourage Choice Making

<p>Who</p> <ul style="list-style-type: none"> • Home <ul style="list-style-type: none"> • Mom or dad? • Which sibling? • School <ul style="list-style-type: none"> • Paraprofessional or teacher? • Which peer? 	<p>Where</p> <ul style="list-style-type: none"> • Home <ul style="list-style-type: none"> • On floor or on couch? • Sitting or standing or lying down? • School <ul style="list-style-type: none"> • At the table or on the floor? • Sitting in a chair or standing?
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Range of Opportunities to Teach & Encourage Choice Making

When

- **Home**
 - Before or after breakfast
 - Before or after snack
- **School**
 - Before or after

Range of Opportunities to Teach & Encourage Choice Making

<p>Refusal</p> <ul style="list-style-type: none"> • Home and School <ul style="list-style-type: none"> • “I don’t want to do this activity” • “I don’t want this toy.” • “I don’t like these choices and want neither.” 	<p>Terminate / End</p> <ul style="list-style-type: none"> • Home and School <ul style="list-style-type: none"> • “I want to stop now.” • “I’ve had enough of this activity.”
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Range of Opportunities to Teach & Encourage Choice Making

Continued Engagement

- **Home and School**
 - "I want to keep doing this activity."
 - "I want more."

Following Table / Model Provides a Framework for Documenting Choice Opportunities

(Provided as a separate handout)

Range of Opportunities to Teach & Encourage Choice Making

Choice Diversity Worksheet

Instructor/Assessor: _____

Child: _____

Date: _____ Setting: _____

Instructions: Indicate the form(s) of choice that could occur in each box. Leave box blank if choice is not relevant.

Routine	Within Activities	Between Activities	Refusal	Who	Where	When	Terminate

Comments: _____

Choice Diversity Worksheet Recreated from Figure 1, Brown, Bizz, Corri, & Wang (1993)

1. Identify the routine / activity
2. Within the routine / activity, identify opportunities for making choices

Choice Diversity Worksheet

Instructor/Assessor: _____

Child: _____

Date: _____ Setting: _____

Instructions: Indicate the form(s) of choice that could occur in each box. Leave box blank if choice is not relevant.

Routine	Within Activities	Between Activities	Refusal	Who	Where	When	Terminate

Comments: _____

Choice Diversity Worksheet Recreated from Figure 1, Brown, Bizz, Corri, & Wang (1993)

How do you pull all of this together to teach choice making?

Teaching Choice Making

- Important to remember that children need to be taught how to make choices
- Linking back to choice making process highlighted earlier

<p style="text-align: center;"><u>Options</u></p> <p>The 2 or more options from which the person is choosing</p> <p style="text-align: center;">What</p>	<p style="text-align: center;"><u>Responses</u></p> <p>The response that tells us what was chosen</p> <p style="text-align: center;">How</p>	<p style="text-align: center;"><u>Outcomes</u></p> <p>What the person "got" – expression of preference and control</p> <p style="text-align: center;">Why</p>
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Prepare for Choice Opportunities

Options
The 2 or more options from which the person is choosing

- Options must be meaningful to the child
 - Must have some experience with the options
- Use results of observation, interview, preference assessment to identify choice options
- Options must be presented in a way understood by the child
 - Real objects or items initially
- Initially options likely to be “offered” by another (rather than be independent free choice)

What

Prepare for Choice Opportunities

Options
The 2 or more options from which the person is choosing

- Decide on routine activities to target; choice diversity model --
 - Within activities
 - Between activities
 - Who
 - When
 - Where
 - Refusal
 - Terminate
 - Continued engagement
- Plan how to present choice opportunities within those routines

What

Prepare for Choice Opportunities

Options
The 2 or more options from which the person is choosing

- Select options that can be presented in small portions or repeatedly introduced in turn-taking
- Typically start with only two options
 - Can later progress to having larger number of options
- Choice pairs should consist of one option very much liked plus another enjoyable option within the pair

What

Choice Making Process

Options
The 2 or more options from which the person is choosing

Responses
The response that tells us what was chosen

What **How**

Teach Choice Making

Responses
The response that tells us what was chosen

- Identify child’s choice response
 - Child can perform
 - Is easily performed
 - Is understood by others as a choice selection
 - Can be prompted, if necessary

How

Teach Choice Making

Responses
The response that tells us what was chosen

- Provide an opportunity for the child to experience each option briefly
- Offer the choice options
 - Might need to prompt to scan, look, touch, etc.
- Ask – “Which one?” “Do you want this or that?”
- Wait a few seconds for the child’s choice response
- Respond immediately to choice made (no right or wrong “answer”)

How

Teach Choice Making

Responses

The response that tells us what was chosen

- Prompt if needed
 - Prompt towards choice that child seems to prefer (based on earlier observation)
 - If unsure, prompt towards either choice option
- If refusal, take choice options away
 - Refusal is a choice
 - Present new choice option
- Repeat choice options for additional opportunities

How

Choice Making Process

Options

The 2 or more options from which the person is choosing

Responses

The response that tells us what was chosen

Outcomes

What the person “got” – expression of preference and control

What How Why

Choice Making Process

Outcomes

What the person “got” – expression of preference and control

- Child’s response is honored
 - Chosen item is given
 - Activity is terminated
 - Refusal is recognized and honored
 - Continued engagement occurs

Why

Troubleshooting

- The child seems interested in choice making on some days, but not on others
 - Not unusual for interests to vary
 - Choice-making should not be forced
 - Other choice options might be successful

Troubleshooting

- The child seems to lose interest in a choice pair(s) after several days of teaching
 - Reconsider choice options
 - Use / update preference assessment to identify new choice options
 - To prevent boredom, vary choice options from the beginning of instruction

Troubleshooting

- The child does not demonstrate a preference for any option
 - Maybe the child always chooses item on one side
 - Maybe the child seems to always choose between the options fairly equally
 - Might need to maximize differences between the options:
 - Introduce a highly preferred item and a definite non-preferred item
 - Introduce a “foil”

Choice Opportunities

Options
The 2 or more options from which the person is choosing

What

- Do **NOT** forget the full array of choice opportunities
- Choice diversity model:
 - Within activities
 - Between activities
 - Who
 - When
 - Where
 - Refusal
 - Terminate
 - Continued engagement

Summary

- Concept of teaching choice-making can be deceptively simple
- However, a great deal of thought goes into the process
- As child progresses, expand choice opportunities throughout the day
- Match format to the routine
- Match to child's communication
- Modify based on child's responses