

Choice-Making and Turn-Taking

Objective: To teach **choice-making** and **turn-taking** to students with multiple disabilities.

Settings and Materials

Setting: A recreation program at a local vocational/technical institute.

Materials:

1. Snack activity requires a table containing a variety of foods and beverages (e.g., cookies, cheese, crackers, potato chips, juice, soft drinks, milk).
2. Leisure activity requires a different table containing a variety of leisure activities (e.g., magazines, music cassette player, the table top game Ker Plunk).
3. Opportunities measure generalization to community settings (e.g., café, grocery store, cross-walk, department store).

Content Taught

Turn-taking in a leisure activity and choice-making of snack items.

Teaching Procedure

Steps for teaching Turn-Taking:

1. **Offer** – Hold the materials up until the person looks and then move the materials toward the person with an offering gesture.
2. **Ask** – While making an offer, ask the person if he or she would like a turn.
3. **Wait** – Before giving the materials, wait 5-10 sec for a correct response.
4. **Response** – A correct response occurs when the person shakes his or her head “YES,” reaches towards or touches the offered materials, or exhibits a positive vocalization or facial expression.
5. **Reinforce** – When a correct response occurs, give the person the materials and assist him or her to take a turn.
6. **Prompt** – If the person does not respond within 10 sec use verbal, gesture, model, or physical assistance to prompt a correct response.

Steps for teaching Choice-Making:

1. **Offer** – Offer the person two snack items on a tray with the items spaced some distance apart.

2. **Ask** – While making an offer, ask the person which one he or she would like.
3. **Wait** – Wait 5-10 sec for the person to make a choice.
4. **Response** – A choice occurs when the person makes any voluntary motion towards one of the items (e.g., points or reaches), maintains physical contact, or looks at one item for at least 3 sec.
5. **Reinforce** – When a choice occurs, give the person the item.
6. **Prompt** – If the person does not make a choice within 10 sec you can offer one item at a time and provide verbal, gesture, model, or physical assistance to prompt a choice response and then give the item.

Method of Evaluation

1. Record the number of turn-taking and choice-making opportunities provided by the staff.
2. Record the number of correct student responses.

Lesson Plan Based on:

Sigafoos, J., Roberts, D., Couzens, D., Kerr, M. (1993). Providing opportunities for choice-making and turn-taking to adults with multiple disabilities. *Journal of Developmental and Physical Disabilities*, 5, 297-309.

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H324D980069 and updated under Grant No. H326J050004. Marlene Simon-Burroughs served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Secondary Transition Technical Assistance Center (2008). *Choice-Making and Turn-Taking*, Charlotte, NC, NSTTAC.