

MO SW-PBS TEACHER TOOL

MULTIPLE OPPORTUNITIES TO RESPOND

PRACTICE: Multiple Opportunities to Respond (OTR)

RESEARCH STATES:

The research supports the use of providing multiple opportunities to respond to:

- ▶ Decrease in disruptive behavior
- ▶ Increase in on-task behavior
- ▶ Increase in academic engagement with instruction
- ▶ Increase in rates of positive, specific feedback (Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)
- ▶ Improved Reading Performance:
 - Increased percentage of reading responses,
 - Mastery of reading words,
 - Rates of words read correctly and decreased rates of words read incorrectly (Skinner, Belfior, Mace, Williams-Wilson, & Johns, 1997).
- ▶ Increase in number of correct responses
- ▶ Limit student time for engaging in inappropriate behavior
- ▶ Increase efficiency in use of instructional time
- ▶ Improved Math Performance:
 - Percentage of problems calculated correctly per minutes,
 - Number of problems completed and correct responses. (Carnine, 1976; Skinner, Smith & McLean, 1994)

What is it?

- ▶ An instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006)

What are the guidelines?

- ▶ Teacher talk should be no more than 40-50% of instructional time.
- ▶ New material—minimum of 4-6 responses per minute with 80% accuracy.
- ▶ Review of learned material—8-12 responses per minute with 90% accuracy.
- ▶ Wait time equals 5 seconds.

Practice

- ▶ Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single student responding through hand-raising with multiple student responding through strategies such as: use of response cards, dry erase boards, Smart Boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, classwide peer tutoring and direct instruction

Examples of Opportunities to Respond

Antecedent	Behavior	Consequence
<i>Teacher provides:</i> Verbal Questions, Prompts, Cues	<i>Student Responses:</i> Written, Choral Verbal, Motor	<i>Teacher Provides:</i> Specific, Positive Feedback
Teacher says, “When I give the signal everyone answer this question: What is 5 times 6?” Teacher waits a few seconds and gives signal.	Students chorally respond, “30” Repeat 3 times.	Teacher says, “Yes! The correct answer is 30.” Teacher ignores error responses, gives correct response. Asks same question again.

Teacher Self-Assessment Tool

Self-Assessment Features	Yes	No	In Progress
1. Strategy: Providing Multiple Opportunities to Respond			
2. I use a variety of strategies to increase student opportunities to respond.			
3. I have a strategy to track students being called on.			
4. I use wait time to increase student opportunity for metacognition.			
5. I plan instructional questions and response methods prior to the lesson.			
Measurable goal to increase opportunities to respond:			



References

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- Heward, W. L. (1994). Three low-tech strategies for increasing the frequency of active student response during group instruction. In R. Garner, III, D. M. Sainato, J. O., Cooper, T. E., Heron W. L., Heward, J., Eshleman, & T.A. Grossi (Eds.), *Behavior analysis in education: Focus on measurably superior instruction*. Pacific Grove, CA: Brooks/Cole.
- Skinner, C.H., Belfior, P.J., Mace, H.W., Williams-Wilson, S., & Johns, G.A. (1997). *Altering response topography to increase response efficiency and learning rates*. *School Psychology Quarterly*, 12, 54-64.
- Skinner, C. H., Smith, E. S., & McLean, J. E. (1994). The effects on intertribal interval duration on sight-word learning rates of children with behavioral disorders. *Behavioral Disorders*, 19, 98-107.
- Sutherland, K. S., Adler, N., & Gunter P. L. (2003). The effect of varying rates of opportunities to respond on academic request on the classroom behavior of students with EBD. *Journal of Emotional and Behavioral Disorders* (11), 239-248.
- Sutherland, K. S., & Wehby, J. H. (2001). Exploring the relationship between increased opportunities to respond to academic requests and the academic and behavioral outcomes of student with EBD: A review. *Remedial and Special Education*, (22), 113-121.
- West, R. P., & Sloane, H. N. (1986). Teacher presentation rate and point delivery rate: Effect on classroom disruption, performance, accuracy, and response rate. *Behavior Modification*, 10, 267-286.

For More Information

To access the MO SW-PBS Tier 1 Workbook, videotapes and other resources go to the Missouri Schoolwide Positive Behavior Support website: <http://pbissmissouri.org/>

