

# Opportunities to Respond (OTRs)

## Core Components:

### Presentation

- Definition of skill
- Rationale for using skill
- Examples of skill
- Critical features of skill

### Activity

- Identifying examples of OTRs in your context

### Develop self-management strategies

- Define self-management
- Describe self-management for this skill
- Review/discuss materials needed to implement
- Practice using strategies

### Review and wrap-up

### Complete Acceptability and Usability Questionnaires

# RESPOND OPPORTUNITIES TO

## What is an opportunity to respond (OTR)?

*“An opportunity to respond (OTR) is a teacher behavior that prompts or solicits a student response (e.g., asking a question, presenting a demand).”*

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008, p. 359)

## Why provide OTRs?

- + Delivering **high rates of OTRs** is associated with
  - increases in
    - on-task behavior (Garnine, 1976; Sutherland, Alder, & Gunter, 2003),
    - academic engagement (Garnine, 1976), and
    - number of correct responses (Sutherland et al., 2003); and
  - decreases in
    - disruptive behavior (Garnine, 1976; Sutherland et al., 2003; West & Sloane, 1986).
- + **Choral responding** (i.e., all students verbally responding together) has been shown to have positive effects on academic achievement (Sindelar, Bursuck, & Halle, 1986) and on-task behavior (Godfrey, Grisham-Brown, & Schuster, 2003)
- + The use of **response cards** (i.e., all students simultaneously holding up written responses) has been demonstrated to increase in student responses, academic achievement, and on-task behavior (Christle & Schuster, 2003; Lambert, Cartledge, Heward, & Lo, 2006).
- + Although response cards were most effective at increasing participation and on-task behavior, **choral responding** has also been found to be slightly more effective than **traditional hand raising** (Godfrey, Grisham-Brown, & Schuster, 2003).

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

## What are some examples (and non-examples) of OTRs?

Examples of OTRs	Non-Examples of OTRs
<ul style="list-style-type: none"> <li>• During a history lesson, the educator says to students, <b>“Please take out your white boards and write down the name of the country that borders the US to the south.”</b></li> <li>• During an English lesson, the educator gives students cards that say exposition, building action/ events, climax, and dénouement. The educator states an event from the story and <b>asks the students to hold up the card that appropriate labels the type of event.</b></li> <li>• The educator points to a poster of rules for adding fractions and says, <b>“On your white boards, write the answer to the equation <math>\frac{1}{2} + \frac{1}{4} = \underline{\quad}</math> and look at me when you are done.”</b></li> <li>• During a direct instruction lesson, the educator points to the consonant blend /th/, which is underlined in the word “<u>th</u>ough,” and says, <b>“What sound?”</b></li> </ul>	<ul style="list-style-type: none"> <li>• During a history lesson, the educator <b>tells the students that Mexico is the country that borders the US to the south.</b> She continues to explain that Mexico used to own parts of the US. <i>(No OTR was provided.)</i></li> <li>• During an English lesson, the educator gives students a <b>sheet with definitions</b> of the following vocabulary words: exposition, building action/ events, climax, and dénouement. <b>The educator then gives examples of each word using events from a story the class had recently read.</b> <i>(No OTR was provided.)</i></li> <li>• The educator points to a poster of the rules and states, <b>“Remember to show respect during a transition by staying to the right of the hallway and allowing personal space.”</b> <i>(This is a prompt for appropriate social behavior.)</i></li> <li>• After a student responds by correctly pronouncing /th/. The educator says, <b>“Nice pronunciation.”</b> <i>(This is specific praise for a correct academic response.)</i></li> </ul>

## What are the critical features of OTRs?

- Educator behavior that occasions (i.e., requests, solicits) an academic response
- OTRs may request verbal, gestural, written, or other response modalities
- OTRs may be delivered to an individual or a group of students (including a whole class)

## How will you use OTRs in your classroom?

Write three (or more) OTRs that you will use in your classroom during educator-directed instruction.

1. \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_

## How will you increase the likelihood that you will deliver OTRs?

- Self-management
  - According to Skinner (1953), we manage our own behavior in the same manner as we manage anyone else's—"through the **manipulation of variables** of which behavior is a function" (p. 228).
  - Self-management is engaging in one response (the **self-management** behavior) that affects the probability of a subsequent behavior (the **target** or desired behavior). For example, keeping a "to do" list (self-management behavior) may increase the likelihood that you "do" the things on your list (target behaviors).
- Self-management in this study
  - In this study we will ask you to (a) **arrange your environment** to increase the likelihood that you use OTRs (set goals and give yourself reminders), (b) **self-monitor** (count) your use of OTRs during a 15-min segment of instruction, (c) **self-evaluate** (graph your OTRs rates daily and decide whether you met your daily goal, and (d) **self-reinforce** (give yourself a privilege on days you meet your goal).
    - **Arrange your environment.** Today, we will set an initial **goal** for your OTRs rate. Your goal is the criterion you will use to determine if you can self-reinforce. This goal can be adjusted weekly based on the previous weeks' average. In addition, we'll ask you to select a strategy to **prompt** or remind yourself to use high rates of OTRs.
    - **Self-monitor.** Press button to advance **counter** each time you give one (or more) students an OTR during the selected 15-min segment of educator-directed instruction.
    - **Self-evaluate.** Record total OTRs in the provided Excel Spreadsheet and view the updated **graph** to determine if you met your performance goal. (We will show you how to use the Excel Spreadsheet.)
    - **Self-reinforce.** Select a **privilege** that you'll allow yourself (e.g., a cup of coffee on the way home, an extra 15 min of TV) each day that you meet your goal. It needs to be something you like, and will allow yourself **ONLY** on days when you meet your goal.
  - To help, we will send you weekly reminders about OTRs and ask you to email your updated graph in the Excel file (or upload it to a Dropbox). In that email, we'll also ask you to let us know if you adjusted your goal based on your previous week's performance.
  - We will use the following table to further develop your self-management plan.

Estimate Your Current OTR Rate:	___ OTRs per minute
Initial OTR Rate Goal:	___ OTRs per minute
Plan for Increasing OTRs: <i>Identify how you will (a) prompt/remind yourself to use high rates of OTRs, (b) use other strategies (e.g., script OTRs statements into your lesson) to increase OTRs, and (c) prompt/remind yourself to self-monitor.</i>	(a)  (b)  (c)
Self-delivered Reinforcement: <i>Identify the reinforcer you will deliver daily when you meet your goal.</i>	
Procedure for Self-delivered Reinforcement <i>Identify when you will (a) enter your OTR data, (b) determine if you met your goal, and (c) reinforce yourself (i.e., how you will deliver/access your reinforcer).</i>	(a)  (b)  (c)
Procedure for Email Coaching <i>Identify when you will check email to receive additional prompts and submit your data each week.</i>	

- To track your data daily, you will enter it into an Excel spreadsheet. See example below, and we'll show you how it works in the power point.

