

MO SW-PBS Classroom Opportunities to Respond (OTRs)

PRACTICE: Opportunities to Respond (OTR) are one of the most effective instructional practices, with an optimal rate of minimally three OTRs per minute in group instruction,

RESEARCH STATES: Typically, OTRs are only seen at a one per minute in elementary, and roughly one every two minutes in middle and high school (Scott, Hirn & Cooper, 2017.) Providing multiple opportunities to respond (OTRs) has been shown to:

- Decrease in disruptive behavior
- Increase in on-task behavior
- Increase in academic engagement with instruction
- Increase in rates of positive, specific feedback
- Increase in number of correct responses
- Limit student time engaged in unexpected behavior
- Increase efficiency in use of instructional time

(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).

Improved Math Performance:

- Percentage of problems calculated correctly per minutes,
- Number of problems completed and correct responses.

(Carnine, 1976; Skinner, Smith & McLean, 1994)

Aligns to MO Teacher Standards: 2:2, 3:1, 3:2, 5:1, 5:2, 8:1

What is it?

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

Implementation:

Antecedent	Behavior	Consequence
Teacher provides: Verbal Questions, Prompts, Cues	Student Responses: Written, Choral Verbal, Motor	Teacher Provides: Specific, Positive Feedback
Teacher says, “When I give the signal everyone answer this question: <i>What is 5 times 6?”</i> 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. Teacher: Asks same question 2 more times, for 3 repetitions.

What are the guidelines for OTR?

With introducing new material, provide a minimum of 4-6 responses per minute with **80% accuracy**.

When reviewing learned material provide 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

MO SW-PBS Effective Teaching & Learning Practice * See pbissmissouri.org for more details.



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.
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- 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.



Opportunities to Respond: Self-Assessment

Practice: Teachers provide students with multiple Opportunities to Respond (OTR)

On numerical response questions, please rate your implementation using the following scale:

1 - Rarely 2 - Sometimes 3 - Almost Always 4 - Always

Students are provided varied and creative opportunities to respond verbally during instruction.

On average, I provide students with at least 2 opportunities per minute to verbally respond.

1 2 3 4

Students are provided varied and creative opportunities to respond non-verbally to instruction.

During instruction, I provide students with opportunities to respond non-verbally to instruction through physical response (e.g. thumbs up/down).

Yes No

During instruction, I provide students with opportunities to respond non-verbally using white boards.

Yes No

During instruction, I provide students with opportunities to respond non-verbally using response cards.

Yes No

During instruction, I provide students with opportunities to respond non-verbally using guided notes.

Yes No

During instruction, I provide students with opportunities to respond non-verbally using Student Response Systems (e.g. clickers, iPads, smart phones, etc.).

Yes No

During instruction, I provide students with opportunities to respond non-verbally using computer aided instruction.

Yes No

Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.

I provide a prompt, when requesting student responses.

Yes No

I provide at least 3 seconds of wait time for students to prepare a response.

Yes No

When students respond to my questions, I acknowledge them with positive feedback, if appropriate.

Yes No

When students respond to my questions, I acknowledge them with corrective feedback, if appropriate.

Yes No

When appropriate, I acknowledge student responses with a follow-up question, such as "Did you and your partner agree on this answer?"

Yes No

When appropriate, I acknowledge student responses with a follow-up comment, such as, "Talk more about that."

Yes No



Opportunities to Respond: Practice Profile

Opportunities to Respond				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Students are provided with varied and creative <i>Opportunities to Respond</i> verbally during instruction.	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided multiple <i>Opportunities to Respond</i> verbally to instruction, such as individual questioning, choral responding, Think-Pair- Share, and others. The teacher provides an average of 3 <i>Opportunities to Respond</i> per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided <i>Opportunities to Respond</i> verbally to instruction, such as individual questioning, choral response Think-Pair- Share or others. The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p>	<p><i>(Follow-up professional development and coaching is critical.)</i></p>
			<ul style="list-style-type: none"> At least daily, students are provided <i>Opportunities to Respond</i> verbally to instruction, such as individual questioning, choral response, Think-Pair-Share or others. The rate of <i>Opportunities to Respond</i> is lower than 1 per minute. 	<ul style="list-style-type: none"> There is no evidence of plans for or use of verbal <i>Opportunities to Respond</i> in the classroom.
Students are provided varied and creative <i>Opportunities to Respond</i> non-verbally to instruction.	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided multiple <i>Opportunities to Respond</i> non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The teacher provides an average of 3 <i>Opportunities to Respond</i> per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> During whole group and small group instruction, students are provided <i>Opportunities to Respond</i> non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal). 	<ul style="list-style-type: none"> At least daily, students are provided <i>Opportunities to Respond</i> non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. The rate of <i>Opportunities to Respond</i> is lower than 1 per minute. 	<ul style="list-style-type: none"> There is no evidence of plans for or use of non-verbal <i>Opportunities to Respond</i> in the classroom.
			<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt, but provides less than 3 seconds of wait time for students to prepare a response. The teacher occasionally acknowledges the responses with positive or corrective feedback. 	<ul style="list-style-type: none"> When there is an opportunity to ask a question or otherwise prompt a student response, the teacher provides the prompt, but does not wait or acknowledge student participation (e.g. rhetorical questions like, "What's the next lesson in the writing process... revising")
Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.	<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. The teacher acknowledges the responses with positive or corrective feedback, or prompts with a follow-up question or comment, such as, "Talk more about that," or "Did you and your partner agree on this answer?" 	<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. The teacher acknowledges the responses with positive or corrective feedback 	<ul style="list-style-type: none"> When asking a question or otherwise prompting a student response, the teacher provides the prompt, but provides less than 3 seconds of wait time for students to prepare a response. The teacher occasionally acknowledges the responses with positive or corrective feedback. 	<ul style="list-style-type: none"> When there is an opportunity to ask a question or otherwise prompt a student response, the teacher provides the prompt, but does not wait or acknowledge student participation (e.g. rhetorical questions like, "What's the next lesson in the writing process... revising")



