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| Classroom Engagement: Multiple Opportunities to Respond (OTR) | |
| **Multiple Opportunities to Respond** is an instructional question, statement or gesture made by the teacher seeking an academic response from students (Sprick, Knight, Reinke, & McKale 2006),  A teacher behavior that prompts or solicits a student response (verbal, written, gesture) (Simonsen, Myers, & DeLuca, 2010).   |  | | --- | | **Components of OTRs** | | 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 the use of response cards, dry erase boards, Electronic White Boards and response clickers, choral response | | |  |  |  | | --- | --- | --- | | Examples of OTRs | | | | 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: 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. | |   **Assessment for Opportunities to Respond**  Observe and monitor the components of Opportunities to Respond during a 10 minute period or during predictable problematic times:   |  |  |  |  | | --- | --- | --- | --- | | **Strategy: Providing Multiple Opportunities for Students to Respond** | **Frequency** | | **Comments** | | Number of instructional questions, statements or gestures made by the teacher seeking an academic response |  | |  | | Rate of Academic Engagement. Record “+” symbol for on-task/ engaged behavior and “-“ for off-task behavior |  | |  | | Both group and individual responses to questions are solicited, providing individual opportunities for the majority of students in the classroom, without targeting the same handful of students for every question | **No** | **Sometimes** | **Yes** | | |
| Adapted from the Ecology Checklist: Instructional management;  and CoolTool Engagement through Opportunities to Respond (PBIS of VA, 1.05.13) |  |
| *Research*: 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 | * Increase in number of correct responses * Limit student time for engaging in inappropriate behavior * Increase efficiency in use of instructional time | | Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter 2003; Sutherland & Wehby, 2001; West & Sloane, 1986) | | |  |
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Adapted from Midwest PBIS Network, Classroom Management: Opportunities to Respond