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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).

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| **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 |
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| Examples of OTRs |
| Antecedent | Behavior | Consequence |
| *Teacher provides:*Verbal QuestionsPromptsCues | *Student Responses:*Written Choral VerbalMotor | *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. |

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**Assessment for Opportunities to Respond**Observe and monitor the components of Opportunities to Respond during a 10 minute period or during predictable problematic times:

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| **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** |

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| 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:

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| * 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
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| 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