

## 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
<i>Teacher provides:</i>	<i>Student Responses:</i>	<i>Teacher Provides:</i>
Verbal Questions Prompts Cues	Written Choral Verbal Motor	Specific, Positive Feedback
<i>Teacher says, "When I give the signal everyone answer this question: What is 5 times 6?"</i>	<i>Students chorally respond, "30"</i>	<i>Teacher says, "Yes! The correct answer is 30."</i>
Teacher waits a few seconds and gives signal.	Repeat 3 times.	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	<b>No</b>	<b>Sometimes</b>	<b>Yes</b>

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:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Decrease in disruptive behavior</li> <li>• Increase in on-task behavior</li> <li>• Increase in academic engagement with instruction</li> <li>• Increase in rates of positive, specific feedback</li> </ul> | <ul style="list-style-type: none"> <li>• Increase in number of correct responses</li> <li>• Limit student time for engaging in inappropriate behavior</li> <li>• Increase efficiency in use of instructional time</li> </ul> |
|---|--|

Carnine, 1976; Heward, 1994; Sutherland, Alder, & Gunter 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)