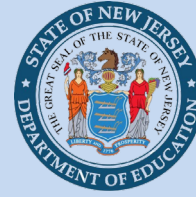




RUTGERS HEALTH

**The Boggs Center
on Disability and Human Development**

Robert Wood Johnson Medical School



New Jersey
Department of Education
Office of Special Education

New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2024-2025



Five Everyday: Opportunities to Respond

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Predictable

Consistency and stability in expectations allows students to anticipate what is expected of them across school locations

Positive

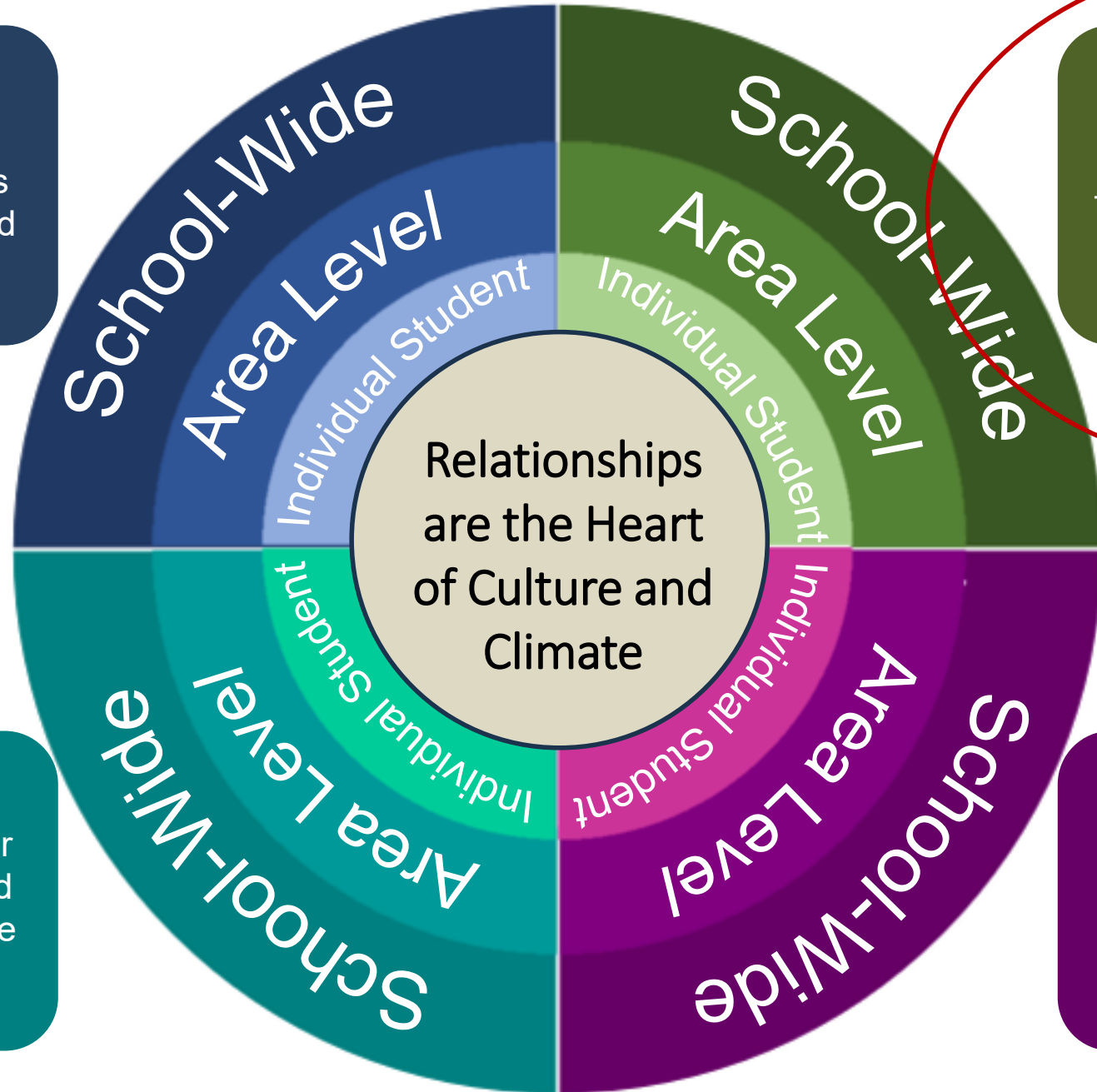
Interactions students receive from staff result in their feeling valued and connected to school

Present

Staff actively interrogate their own beliefs, perceptions, and unconscious biases to ensure that decision making is free from negative influence

Empowering

The learning environment is supportive of student voice and choice to activate and direct their own learning experience



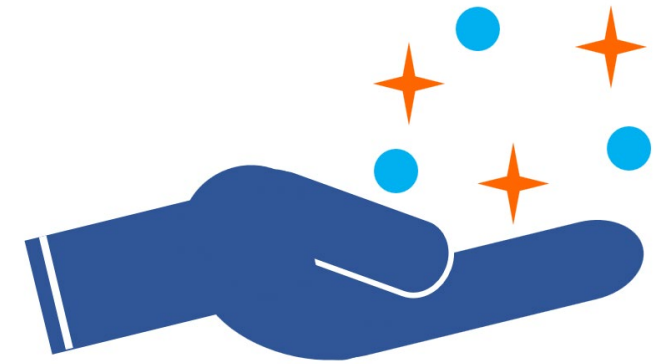
Opportunities to Respond

Opportunities to respond (OTR) is a strategy that can make whole-group instruction more effective because it allows all children to participate in the lesson at the same time (MacSuga-Gage & Simonsen, 2015)

▶ OTR are verbal and nonverbal opportunities for students to respond when presented with a teacher question, statement, prompt, or signal (Sprick et al., 2006)

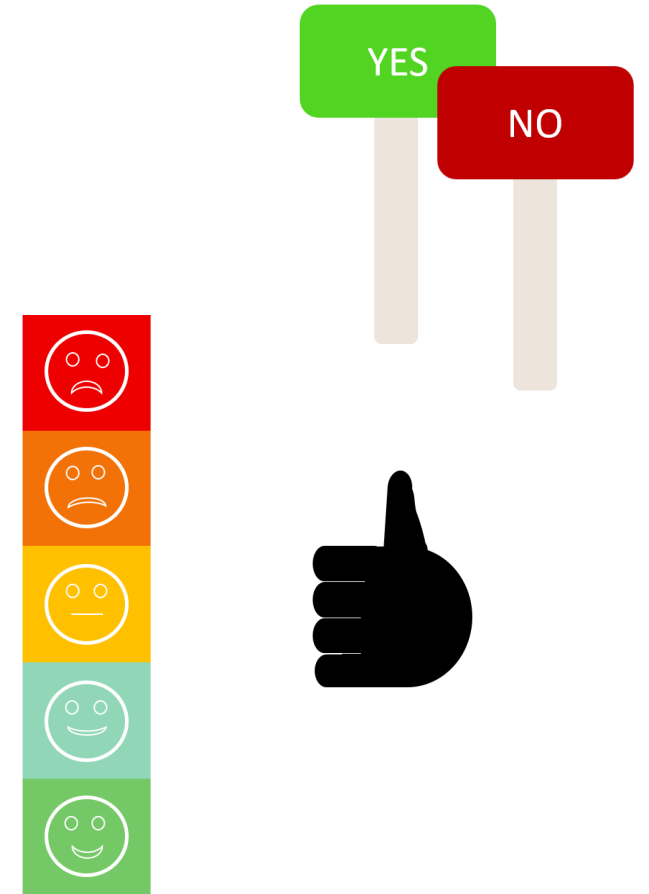
▶ Designed to increase a student's chance of answering correctly and to reduce the anxiety some students may feel about participating in class (Messenger et al., 2015)

- Increases rates of student engagement
(Christle & Schuster, 2003; Davis & O'Neil, 2004; Haydon, Conroy, Scott, Sindelar, Barber, & Orlando, 2010; Haydon, Mancil, & Van Loan, 2009; Leahy et al. 2018; Sutherland, Alder, & Gunter, 2003)
- Decreases rates of disruptive behavior
(Armendariz & Umbreit, 1999; Haydon et al., 2010; Haydon et al., 2009; Lambert, Cartledge, Heward, & Lo, 2006; Leahy et al. 2018 ; Sutherland et al., 2003)



Planning for OTRs

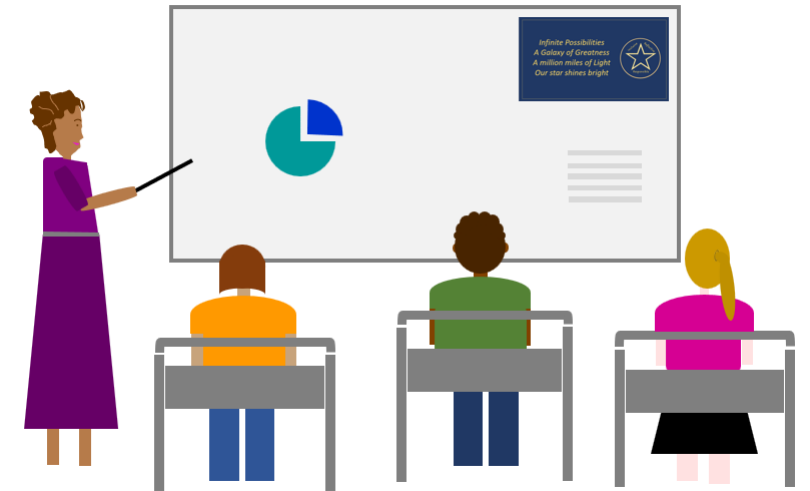
- ✓ Identify lesson content and objectives- serves as practice and a formative assessment
- ✓ Have enough prompts to provide a minimum of three OTR per minute (multiply minutes of lesson x 3 to identify number of prompts needed; Sutherland and & Wehby, 2001)
- ✓ Determine modality of prompts/questions (e.g., question on smart board, auditory or visual displays, true/false)
- ✓ Determine modality of student response (e.g., thumbs up/down, white boards, response cards, designated colors, choral response)



(Hattie & Timperley, 2007; Haydon et al., 2010; Haydon & Hunter, 2011; MacSuga & Simonsen 2015; Menzies et al., 2017; Sutherland et al., 2003)

Implementing OTRs

- Precorrect expectations for how to participate
- Find the right pace:
 - 3-5 OTRs per minute during fast paced discussion
 - “What is an example of...”
 - “What year did....occur?”
 - 1 OTR per minute for practice opportunities
 - “Locate a definition for....”
 - “Solve for x”
- Provide behavior specific praise and/or supportive and instructive feedback



(Hattie & Timperley, 2007; Haydon et al., 2010; Haydon & Hunter, 2011; MacSuga & Simonsen 2015; Menzies et al., 2017; Sutherland et al., 2003)

Reflecting On OTR Implementation

- Were opportunities paced to maximize engagement?
 - Make sure the pace of the opportunities is fun but not too fast that students become frustrated
- What was the OTR experience for students?
 - Allow students an opportunity to give feedback on how they liked the activity
- Did OTRs result in everyone being included and benefiting?
 - Reflect on OTR equity
- What changes are needed for next time?



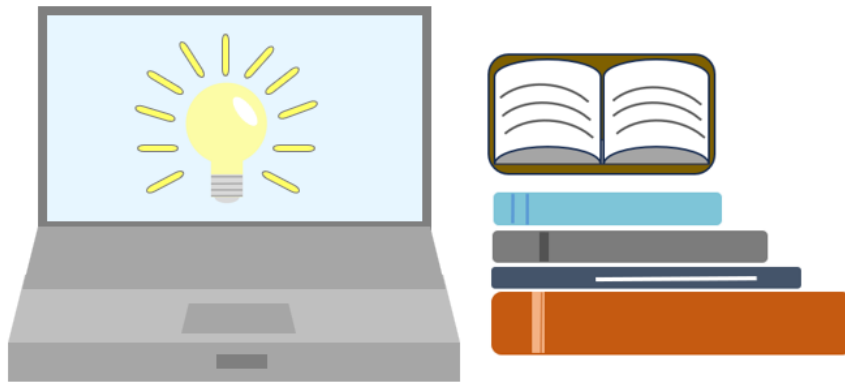
(Hattie & Timperley, 2007; Haydon et al., 2010; Haydon & Hunter, 2011; MacSuga & Simonsen 2015; Menzies et al., 2017; Sutherland et al., 2003)

Application Plan

Implementation Outcome: Use pre-correction at least 3 times a day to provide students with proactive, positively statement reminders about school-wide, area, or routine expectations.

Planning Prompts	Plan/Strategies
What questions do I have about how to implement this practice?	
When are three times during the day will intentionally using this practice?	
What planning is needed so I can use this practice?	
How will I remind myself about using this practice?	
What support do I need to use this practice?	

Refer to the reference list to learn more about using Opportunities to Respond



Opportunities to Respond and Related References

Hattie J., Timperley H. (2007). The power of feedback. *Review of Educational Research*, 77, 81–112.

Haydon T., Conroy M. A., Scott T. M., Sindelar P. T., Barber B. R., Orlando A. M. (2010). A comparison of three types of opportunities to respond on student academic and social behaviors. *Journal of Emotional and Behavioral Disorders*, 18, 27–40.

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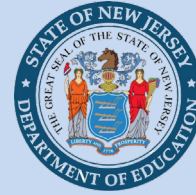
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