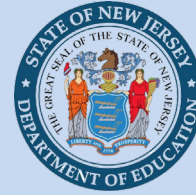




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**The Boggs Center
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New Jersey
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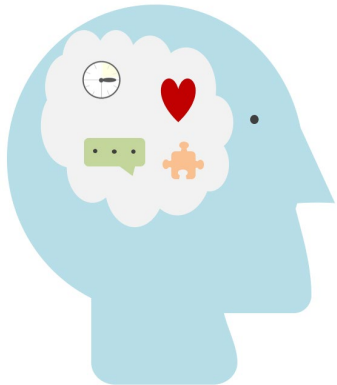
New Jersey Positive Behavior Support in Schools

Funded by IDEA Part B 2025-2026

Everyday Prevention: Opportunities to Respond

www.pbsisnj.org

At the conclusion of this video, you will be able to...



- ▶ State why opportunities to respond (OTR) is a prevention practice
- ▶ State the rate of OTR for instructional and practice routines
- ▶ Give examples of OTR strategies

Predictable

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

Positive

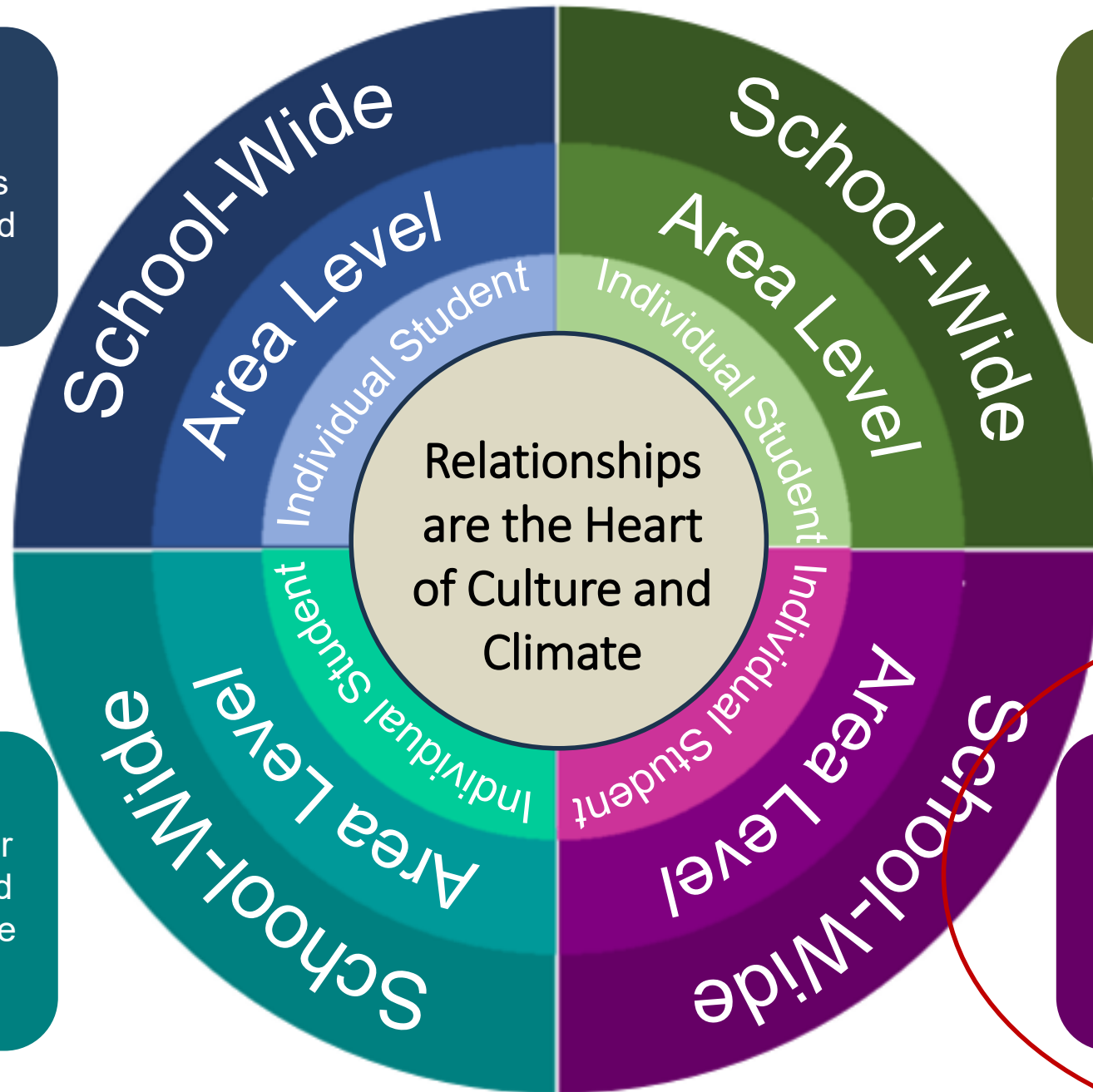
Interactions students receive from staff result in their feeling valued and connected to school

Empowering

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

Present

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



Relationships
are the Heart
of Culture and
Climate

Opportunities to Respond

OTR is an engagement technique to make whole-group instruction more effective because it allows all students 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)

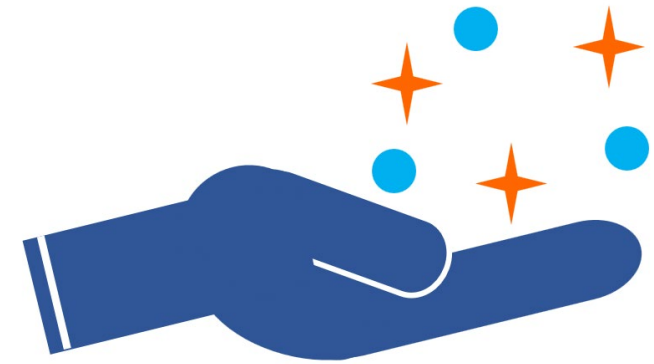
Benefits of OTR on Learning

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)

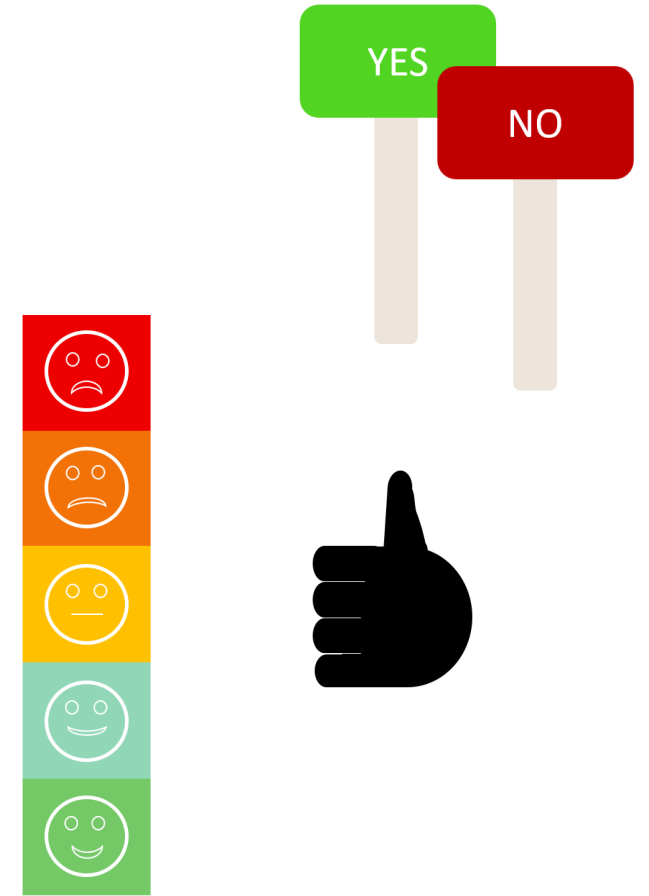
Decreases rates of disruptive behavior

(Armendariz & Umbreit, 1999; Haydon et al., 2010; Haydon et al., 2009; Lambert, Cartledge, Heward, & Lo, 2006; Leahy et al. 2018 ; Sutherland et al., 2003)



Get Ready to Implement OTR

- ✓ Identify the point in the lesson when OTR will be used
- ✓ 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)

Use an Implementation Routine

- Explain (Precorrect) expectations for how to participate

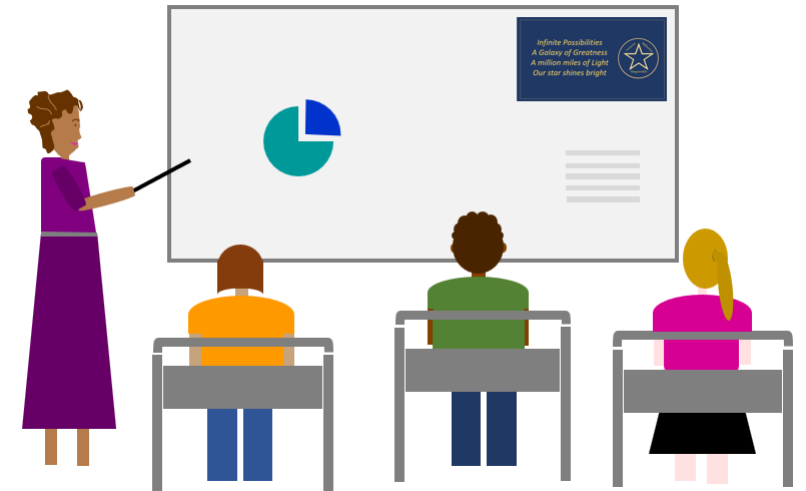
- Find the right pace:

- 3-5 OTR 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

Reflecting On OTR Implementation

- ✓ Were opportunities paced to maximize engagement?
- ✓ What does student feedback say about the OTR experience for learning?
- ✓ Did OTR result in everyone being included and benefiting?
- ✓ 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)

Personal Implementation Plan

Use the Personal Implementation Tool to plan how you will use this practice within your daily routines

Everyday Practices Personal Implementation Plan Tool

Implementation Outcome: .

<i>Who can I go to if I have questions about how to implement this practice?</i>	Name	Email or Room #

<i>When are three times during the day that I will intentionally use this practice?</i>	Opportunity 1	Opportunity 2	Opportunity 3

<i>What do I need to prepare to use this practice?</i>	Materials Needed?	Scripts or Prompts Needed?	Rehearsal Needed?

<i>How will I remind myself about using this practice?</i>	<input type="checkbox"/> Timer or alarm
	<input type="checkbox"/> Visual prompt (e.g., post note) in lesson materials
	<input type="checkbox"/> Review before students arrive
	<input type="checkbox"/> Other:

<i>How will I reflect on implementation?</i>	<input type="checkbox"/> Weekly Habit Tracker Tool
	<input type="checkbox"/> Discussion at grade level or PLC meeting
	<input type="checkbox"/> Other:

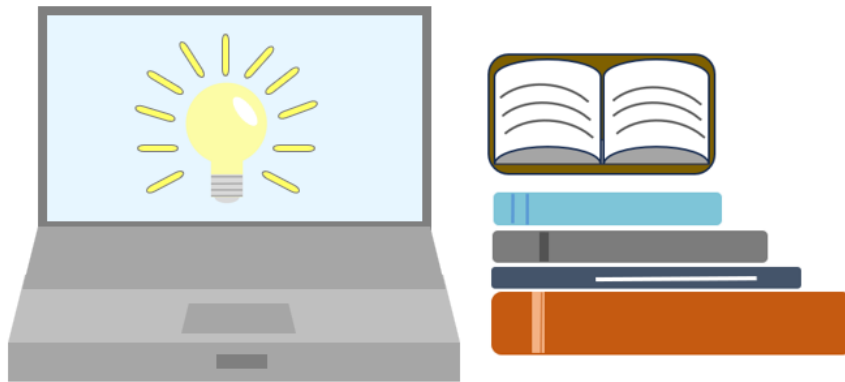
Reflection Implementation

Use the Everyday Prevention Practices Habit Tracker to Reflect on Weekly or Daily Implementation

Everyday Prevention Practices Weekly Habit Tracker

Make the Environment Predictable		Week 1	Week 2	Week 3	Week 4
Precorrect Expectations & Actions	Provide an explicit review what to do immediately before a routine begins	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Visual reminders of expectations	Visual reminders and cues (e.g., poster, checklist list, etc.) for key routines that prompt what to do are visible to students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use High Rates of Positive Interactions		Week 1	Week 2	Week 3	Week 4
Positive Greeting at the Door	Students are greeted at the door by name upon arrival to class.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Behavior Specific Praise	Short explicit statement affirming effort toward achieving an expectation are provided to students for effort toward achieving the expectations	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
4:1 Interaction Ratio	80% of messages to students are positive and affirming	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Use Mindfully Present Decision Making		Week 1	Week 2	Week 3	Week 4
Active Supervision	The environment is proactively monitored by continually moving, scanning, and interacting with students.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Neutralizing Routines	A brief pause is used before responding or deciding to clear the mind of unaware influences	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection	Strategic approach to re-engaging a student when they are engaging in contextually incongruent behavior				
TLC Redirection: Tone	When responding to contextually incongruent behavior, a calm, neutral, and assertive tone of voice is used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Language	When responding to contextually incongruent behavior, language is objective, labels emotions, paraphrases student statements, and uses positive fr	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
TLC Redirection: Coaching	When responding to contextually incongruent behavior, a concern inquiry is made (e.g., "are you okay?", re-engagement is coached, and regulation i	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
Empower Learners		Week 1	Week 2	Week 3	Week 4
Opportunities to Respond (OTR)	During instructional routines, 3-5 OTRs per minutes during fast paced instruction and 1 OTR per minute during practice opportunities are used.	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆

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



Opportunities to Respond and Related References

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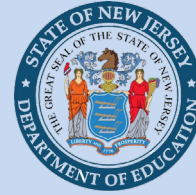
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