Five Everyday: Opportunities to Respond

NJ PBSIS
Helping Schools Build Systems of Support

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THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES
New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service
New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

New Jersey Department of Education
Office of Special Education

Opportunities to Respond

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

- OTR can be used individual, with a whole class, small group, or individually
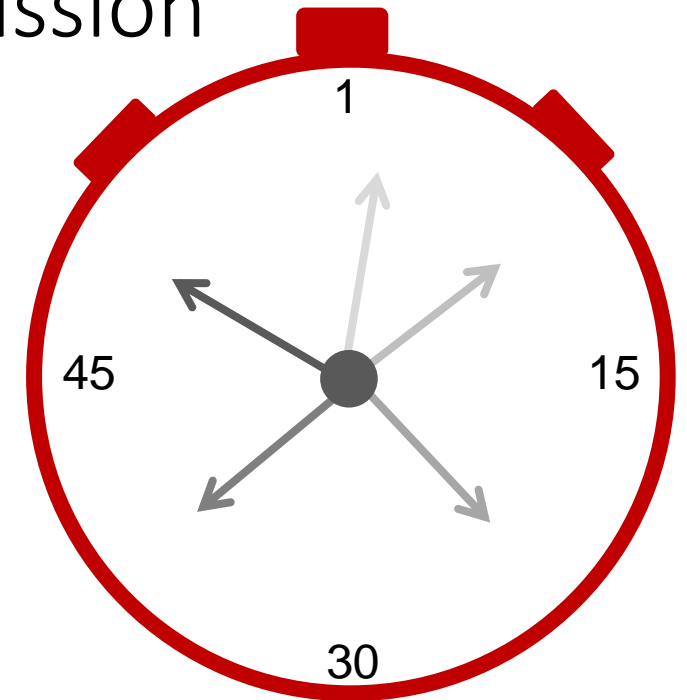
Why Use Opportunities to Respond?
(Leahy et al. 2018)

- Increases rates of student engagement (Christle & Schuster, 2003; Davis & O'Neil, 2004; Haydon, Conroy, Scott, Sindelar, Barber, & Orlando, 2010; Haydon, Mancil, & Van Loan, 2009; 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; Sutherland et al., 2003)

Pacing Rates of Opportunities to Respond
(MacSuga & Simonsen 2015)

- 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"

Implementing Opportunities to Respond

1. Intentional place OTR in the lesson sequence to maximize engagement opportunities

2. Plan for a method of OTR that aligns with lesson content
   - Verbal or Gestural (e.g., choral responding, response cards, thumbs up)
   - Written (e.g., answers on a wipe off board or guided notetaking form)
   - Electronic (e.g., Kahoot)

3. Pre-correct response routines ahead of using the OTR method

4. Provide behavior specific feedback

Review

During briskly paced discussion, how many opportunities to respond should be offered per minute?

A	1-2 opportunities
B	6-7 opportunities
C	3-5 opportunities
D	None of the above