TIER ONE CLASSROOM MANAGEMENT STRATEGY SNAPSHOT #7

Provide Multiple Opportunities to Respond

Definition:
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). It is a teacher behavior that prompts or solicits a student response, which is verbal, written or a gesture (e.g., asking a question, presenting a demand) (Simonsen, Myers & DeLuca, 2010).

Rationale
Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement (Kern and Clemens, 2007, p. 70) The research supports the use of providing multiple opportunities to respond to:

- 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 stu
- dent time for engaging in inappropriate behavior
- Increase efficiency in use of instructional time

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

Components
Consider the ways the OTR is provided (teacher's behavior) and the various types/modes of responding (student behavior):

- Identify opportunities within your lesson plan to increase opportunities for students to respond.
- Identify opportunities to respond to replace single student responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white boards, choral responses and apps for non-verbal responses.

Tips for Implementation
- Deliver high rates of opportunities to respond and ensure that you provide a variety of OTRs.
- Frequency of opportunities to respond:
  - *New content: Average 4-6 responses per minute, with 80% accuracy
  - *Review of content: Average 8-12 responses per minute with 90% accuracy
  - *Teacher talk is less than 40% of instruction time
- Individual or small group questioning-use a response pattern to make sure all students are called on (tally on seating chart/popsicle sticks etc...)

- *Choral Response:* all students in a class respond in unison to a teacher question. Suitable for review, to teach new skills, as a drill, or as a lesson summary. Use **wait/think time** by pausing after asking a question for *five seconds.*
- *Non-Verbal Responses:* students respond using symbols, tools, or gestures

References

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Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai G. (2008). A review of evidence based practices in classroom management. Considerations for research to practice. *Education and Treatment of Children, 31, 351-380.*

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