# Increasing Teachers' Use of Opportunities to Respond: An RtI Approach to Classroom Management Professional Development

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TD-OTRs are defined as teacher-directed opportunities to respond that occasion student responses. Specifically, TD-OTRs follow the following behavior chain:

Ferkis, Belfiore, & Skinner, 1997
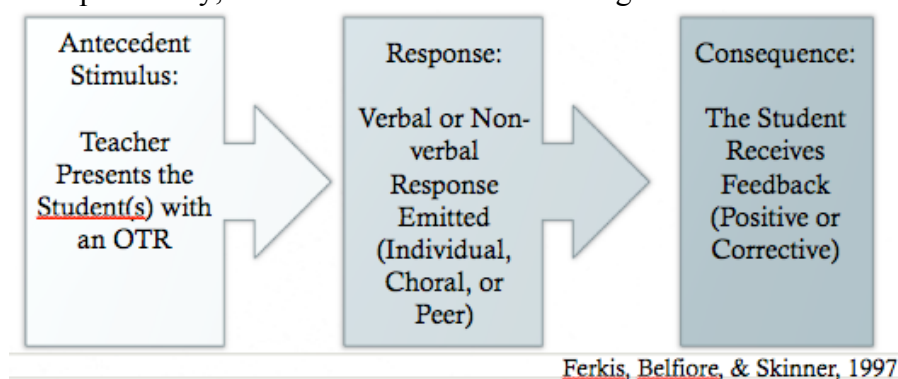
There are three specific types of TD-OTRs:

1. Teacher-directed individual OTRs
2. Teacher-directed unison OTRs
3. Teacher-directed peer OTRs

Benefits of Providing Students with Increased TD-OTRs
- Decreases in:
  - Off-task behavior
  - Disruptive behavior
- Increases in:
  - Participation/active student responding
  - Time on-task
  - Correct responding
  - Learning of academic content/academic achievement

Blood, 2010; Carnine, 1976; Davis & O'Neil, 2004; Garner, Heward, & Grossi, 1994; Haydon & Hunter, 2011; Haydon, Conroy, Scott, Sindelar, Barbetta, & Orlando, 2010; Kamps, Dugan, Leonard, & Daoust, 1994; Lambert, Cartledge, Heward, & Lo, 2006; Lewis, Hudson, Richter, & Johnson, 2004; McKenzie & Henry, 1979; Narayan, Heward, & Gardner, 1990; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Sindelar, Bursuck, & Halle, 1986; Sterling, Barbetta, Heward, & Heron, 1997; Sutherland, Alder, & Gunter, 2003; Sutherland & Wehby, 2001; West & Sloane, 1968

Menu of Opportunities to Respond		
Specific OTR Strategy	**Brief Strategy Description**	**Ways to Modify the Strategy**
Teacher-directed Individual Responding*	A single student is given the opportunity to respond to a teacher directed question/task/etc.	• Call on individual students with increased frequency • Utilize a round-robin method of individual response opportunities so all students are given a minimum OTR
Teacher-directed Unison Responding*	All students are given the opportunity to simultaneously respond to a teacher directed question/task/etc.	• Unison handraising • Non-verbal choral response (e.g., thumbs-up/down, holding up fingers) • Use of low-tech individual student response systems (e.g., response cards, white boards, guided notes) • Use of high-tech individual student response systems (e.g., iPads, clickers, computer assisted response systems)
Student-to-Student Responding	Students work together in pairs to provide each other with opportunities to respond and contingent feedback	• Differentiate student materials based on present levels of performance across groups • Adjust the length of the tutoring interaction (e.g., consider opportunities to respond that are similar to "think-pair-share" that can be completed quickly)

*Note: A combination of teacher-directed individual responding and teacher directed unison responding is known as teacher-directed mixed responding. Research indicates that mixed responding is most effective when it occurs at a ratio of 30% individual response to 70% unison response.

Adapted from: Haydon, T., **MacSuga-Gage, A. S.**, Simonsen, B., & Hawkins, R. (in press). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*.

Action Plan to Increase Opportunities to Respond (OTRs)

1. Determine individual present level of performance.

Who will collect data?	☐ I will collect my own data ☐ I will ask _____ to collect data				
How will data be collected?	☐ Tally ☐ Counter ☐ Other: _____				
What is your <u>current</u> rate of OTRs?	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate

2. Develop a plan to increase OTRs.

What is your <u>goal</u> rate of OTRs?	Currently, I present an average of ___ OTRs per minute across 5 sampled opportunities. My goal is to increase my use of OTRs to an average of ___ OTRs per minute across 5 sampled opportunities.		
What types of OTRs will you increase?	**Individual/Mixed**	**Unison**	**Class-wide Peer Tutoring**
	List specific examples: • _____ • _____ • _____	*List specific examples:* • _____ • _____ • _____	*List specific examples:* • _____ • _____ • _____
What steps will you take and when?	**Changes to Instruction**	**Additional Activities**	**Self-delivered Reinforcer**
	List specific changes: • _____ • _____ •	*List specific changes:* • _____ • _____ •	*List specific changes:* • _____ • _____ •

3. Implement plan, monitor progress, and adjust supports

What is your rate of OTRs?	**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate	☐/☐ = ☐ # min rate
Do you need to adjust supports?	*List specific adjustments to supports needed to meet goal:*				

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Other Helpful Resources:

1. Direct Behavior Ratings (DBR): http://www.directbehaviorratings.com/cms/

At this website you can access free DBR materials, a complete online training module that generates a certificate of completion, and research supporting the use of DBR

2. DIBELS Measure of Oral Reading Fluency (DORF):
https://dibels.uoregon.edu/measures/orf.php

You can get access to all of the DORF probes, scoring booklets, and directions for administration including a video demonstrating proper administration procedures.

3. Dropbox: https://www.dropbox.com

Dropbox is a free online storage space that allows you to upload and share documents with multiple users. Using Dropbox you can share and edit documents at the same time.