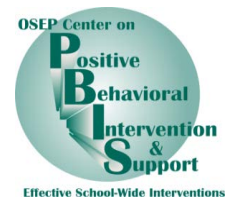


Effective Teaching and Learning Practices

ETLP 6: Opportunities to Respond



MU Center for SW-PBS
College of Education
University of Missouri



Session Outcomes

At the end of today's session, you will be able to...

- Explain the benefits of providing students with Opportunities to Respond (OTR)
- List and describe verbal and non-verbal strategies teachers can use to prompt student response

Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures & Routines
3. Encouraging Expected Behavior
4. Discouraging Inappropriate Behavior
5. Active Supervision
- 6. Opportunities to Respond (OTR)**
7. Activity Sequencing & Choice
8. Task Difficulty

Opportunities to Respond (OTR)



Teacher behavior that prompts or solicits a student response (verbal, written, gesture).

The Value of Providing OTR



On-task behavior and academic performance

Disruptions

Guidelines for Response Rates

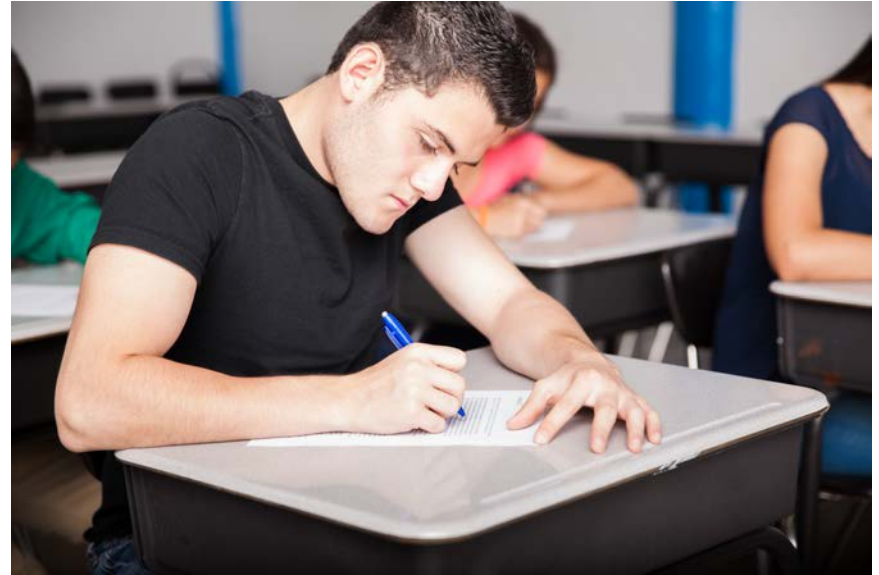


- Teacher talk
 $\leq 40\% - 50\%$
- New > 4-6/minute
80% accuracy
- Review > 8-12/minute
90% accuracy

Response Strategies



Verbal



Non-verbal

Response Strategy Consideration



Using Wait Time or Think Time



3 seconds



Verbal Response Strategies



Choral



Individual

Engaging Students and Individual Response



Verbal Response Strategies - Individual Response

Random Solicitation of Responses

- Calling on one student at a time during small group reading = an average of **72%** on-task behavior. Some students were on-task only **50%** of the time.
- Calling on students randomly and reinforcing correct responding = an average of **88%** on-task behavior. Lowest student on-task behavior was **76%**.



Verbal Response Strategies – Choral Response



Ms. Finch's first graders have just finished listening to a story about a young boy named Howard.

Ms. Finch puts the book on her lap, holds up her hand, and says, *"Class, get ready to tell me the main character in today's story. Think 3, 2, 1,"* drops her hand as a signal, and the students chime in, *"Howard!"* *"Howard is correct,"* exclaims Ms. Finch. *"Way to go!"*

She asks ten more quick questions—some about the setting and main idea. *"Last one. The problem Howard faced today was finding his lost dog. Is that true or false? Think 3, 2, 1."*

She signals and the student eagerly respond, *"False!"* The students laugh and so does Ms. Finch. *"You got it, that's false. Tell me why that's false."* She waits 3 seconds, then calls on James who often requires more think time and who has just raised his hand to answer.

Considerations for Using Choral Responding

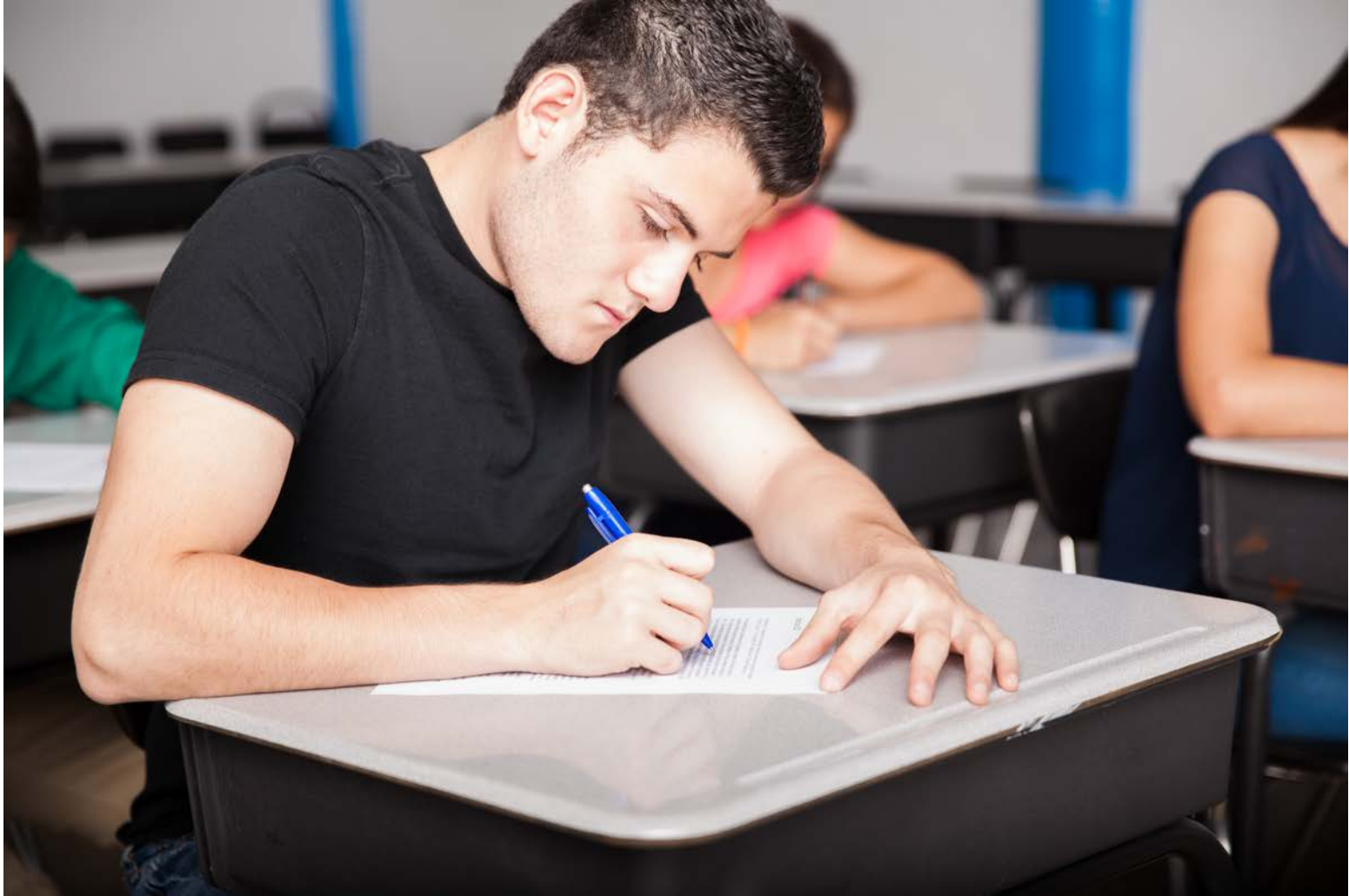
1. Develop questions with only one right answer that can be answered with short, 1-3 word answers.
2. Provide a thinking pause or wait time of at least three seconds between asking the question and prompting students to respond.
3. Use a clear signal or predictable phrase to cue students to respond in unison.
4. Use a brisk, lively pace.
5. Provide immediate feedback about the group response.

Using Choral Responding



Preparation is key!

Non-Verbal Response Strategies



Non-Verbal Response Strategies



Chemistry Guided Notes:



Compounds

- _____ that are composed of two or more atoms that are _____.
- Can only be changed into simpler substances called elements by chemical changes.

Mixtures

- Composed of two or more different substances that retain _____ and are combined physically (mixed together).
- Can be separated by _____ (filtration, sifting, or _____).
- May be heterogeneous or homogeneous.
 - In a _____, which is not uniform throughout, the component substances can be visibly distinguished.
 - In a _____, which is uniform throughout, the substances are evenly mixed and cannot be visibly distinguished. The particles of the substances are so small that
 - Another name for a homogeneous mixture is a _____.
 - Examples: _____.

Chemical formulas

- Use _____ from the periodic table and numerical _____ to depict the name and number of atoms of each element in the compound.
 - Examples: _____.
- The numbers as _____ show how many of each kind of atom a compound. It is written to the _____ of the element symbol.
- If no subscript is written, _____ atom of that element is part compound.
 - Example: _____.



- Low Tech – Low Effort
 - White boards
 - Response cards
 - Signaling or movement activities
- Low Tech – Moderate Effort
 - Guided notes
 - Peer Assisted Learning Strategies
- High Tech
 - Clickers/Cell phone
 - Shared documents (e.g., Google Docs)

Non-Verbal Response Strategies - Whiteboard



Non-Verbal Response Strategies – Response Cards



 plickers

<https://www.plickers.com/>

Free and subscription accounts

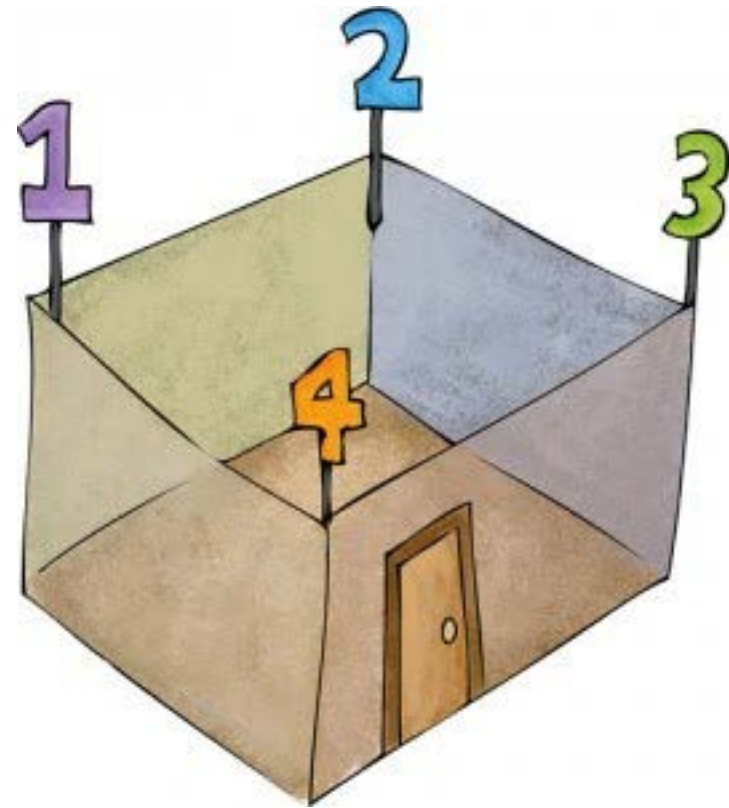
Non-Verbal Response Strategies Signaling or Movement Activities



Types of Sentences 4 Corners Game



PIC•COLLAGE



Non-Verbal Response Strategies



Non-Verbal Response Strategies: Using Technology



Non-Verbal Response Strategies

Guided Notes – Opportunities to Respond

Opportunities to Respond (____)

- Teacher behavior that prompts or solicits a _____
_____.

Using rich and frequent opportunities to respond can lead to _____ in on-task behavior and academic performance, and _____ in classroom disruptions.

Teacher talk should account for \leq ____% - ____% of class time.

New material should have ____ OTR/minute at ____% accuracy.

Review material should have ____ OTR/minute at ____% accuracy.

There are 2 basic types of response strategies _____ &
_____.

Wait time

Average teacher wait time _____ seconds.

Desired wait time _____ seconds.

Verbal Response Strategies

Verbal response strategies focus on students orally answering a question, sharing ideas, reviewing or summarizing prior learning, or simply repeating a new concept after the teacher.

Two types of Verbal Response Strategies

- _____
- _____



Non-Verbal Response Strategies: Developing Guided Notes

1. Identify key facts, concepts, or relationships that could be left blank for students to fill in.
2. Consider inserting concept maps or a chart, diagram, or graph to help with understanding.
3. Provide students with formatting clues such as blank lines, numbers, bullets, etc.
4. Plan for small amounts of writing throughout to ensure students can attend to the instruction and take notes.



Activity: Identify OTR

Read the following scenario and identify OTR.

Shortly after science class started, the teacher announced, “We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first.” A few seconds later the teacher said, “Please write down in one sentence an explanation for your answer.”

A few minutes later, the teacher told students to share with their neighbor what they had written. Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumbs down if anyone disagreed.

Colvin, 2009



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Colvin, 2009

Session Outcomes

At the end of today's session, you will be able to...

- ✓ Explain the benefits of providing students with Opportunities to Respond (OTR)
- ✓ List and describe verbal and non-verbal strategies teachers can use to prompt student response
- ✓ View and discuss examples of OTR in the classroom