|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Missouri SW-PBS ETLP Practice Profile** | | | | | |
| **PRACTICE: Teachers provide students with multiple Opportunities to Respond (OTR).** | | | | | |
| **Opportunities to Respond** | | | | | |
| **Essential Functions** | | **Exemplary/ Ideal Implementation** | **Proficient** | **Close to Proficient** | **Far from Proficient** |
|  |  |  |  | *(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* | *(Follow-up professional development and coaching is critical.)* |
| 1 | Students are provided varied and creative opportunities to respond verbally during instruction. | * *During whole group and small group instruction, students are provided multiple opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share, and others.* * *The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal).* | * *During whole group and small group instruction, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others.* * *The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal).* | * *At least daily, students are provided opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others.* * *The rate of opportunities to respond is lower than 1 per minute.* | * *There is no evidence of plans for or use of verbal opportunities to respond in the classroom.* |
| 2 | Students are provided varied and creative opportunities to respond non-verbally to instruction. | * *During whole group and small group instruction, students are provided multiple opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction.* * *The teacher provides an average of 3 opportunities to respond per minute (combined verbal and non-verbal).* | * *During whole group and small group instruction, students are provided opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction.* * *The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal).* | * *At least daily, students are provided opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction.* * *The rate of opportunities to respond is lower than 1 per minute.* | * *There is no evidence of plans for or use of non-verbal opportunities to respond in the classroom.* |
| 3 | Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback. | * *When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response.* * *The teacher acknowledges the responses with positive or corrective feedback, or prompts with a follow-up question or comment, such as, "Talk more about that," or "Did you and your partner agree on this answer?"* | * *When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response.* * *The teacher acknowledges the responses with positive or corrective feedback.* | * *When asking a question or otherwise prompting a student response, the teacher provides the prompt, but provides less than 3 seconds of wait time for students to prepare a response.* * *The teacher occasionally acknowledges the responses with positive or corrective feedback.* | * *When there is an opportunity to ask a question or otherwise prompt a student response, the teacher provides the prompt, but does not wait or acknowledge student participation (e.g. rhetorical questions like, “What’s the next step in the writing process... revising").* |

|  |  |  |
| --- | --- | --- |
| Antecedent | Behavior | Consequence |
| *Teacher provides:  Verbal Questions, Prompts, Cues* | *Student Responses:  Written, Choral Verbal, Motor* | *Teacher Provides:  Specific, Positive Feedback* |
| Teacher says, “When I give the signal, everyone:  What is 5 times 6?” Teacher waits a few seconds  and gives signal. | Students chorally respond, “30” Repeat 3 times. | Teacher says, “Yes! The correct answer is 30.”  Teacher ignores error responses, gives correct response.  Asks same question again. |