



OPPORTUNITIES TO RESPOND

EFFECT SIZE 0.60 | RANDY SPRICK & JIM WRIGHT

EXPECTATIONS

- Write specific OTRs directly into your lesson plan before beginning instruction
- Be strategic about your seating arrangements if using group or partner OTRs.

EXPLANATION

An opportunity to respond (OTR) is a teaching strategy that elicits student responses by posing questions, statement or gesture that provide students with multiple occasions to respond (Cuticelli, Collier-Meek, & Coyne, 2016). Teachers can provide OTRs to students individually or a group of students. OTRs keep students engaged and on task. They give teachers an opportunity to assess student learning, check students' understanding, and provide immediate feedback to student responses. By providing multiple ways to respond in class (verbal responses, quick writes, small group discussion), teachers can keep students academically engaged and on-task during instruction times.

Teachers should provide frequent opportunities for students to engage with classroom instruction. Current research indicates that effective teachers often provide 3 to 5 OTRs per minute for simple responses (e.g., verbal or gestural) and as few as 1 OTR per minute when responses are more complex (e.g., solving a math problem). A teacher may provide only 1 OTR every 10-30 minutes for longer tasks (e.g., written prompts). As results vary, the general rule is to focus on high quality and a variety of OTRs rather than focusing only on high numbers of OTRs. To increase the quality and number of OTRs, identify places in the lesson plan where student responding tends to be low. Additionally, see where you could increase responses from a single student to the whole class. The best way to improve the quality of OTRs in your classroom is to embed them directly into your lesson plans.

How do I implement instructional choice in my classroom?
Checklist for Success

- Step 1** Determine which type of choices you feel comfortable offering and create a menu of choices.
- Step 2** Use the menu to determine which type of choice to add to a particular lesson.
- Step 3** After choice is built into the lesson, offer the established choices.
- Step 4** Ask the student to make his or her choice.



ACTIVE ENGAGEMENT



IES RESOURCES



MULTIPLE EXAMPLES



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Examples of Verbal Opportunities to Respond ¹⁰		
OTR Strategy	Description of Strategy	Strategy in Action
Individual Questioning	A question is delivered to an <i>individual student</i>	<ul style="list-style-type: none"> • Calling on students individually with increased frequency • Round-robin for individual responses • Pulling a random student's name out of container
Choral Responding	<i>All students</i> receive OTRs to a teacher-directed question	<ul style="list-style-type: none"> • Teacher signals and students respond in unison • Students read statement together • "Think-Pair-Share" • "Think-Write-Pair-Share"

Examples of Non-Verbal Opportunities to Respond ¹¹		
OTR Strategy	Description of Strategy	Strategy in Action
Individual Questioning	A question is delivered to an <i>individual student</i>	<ul style="list-style-type: none"> • Students "stop and jot" down their answers
Choral Responding	<i>All students</i> receive OTRs to a teacher-directed question	<ul style="list-style-type: none"> • Holding up fingers/hands • Students move to a section of the room that corresponds with their answer • Clapping a number • Pointing to the answer • Low-tech student responses <ul style="list-style-type: none"> » White boards » Guided notes » Response cards • High-tech individual student responses <ul style="list-style-type: none"> » iPads » Clickers » Computer assisted response systems

*This table was produced by the Tennessee Behavior Supports Project at Vanderbilt University.