An instructional question or statement seeking an academic response from a student.
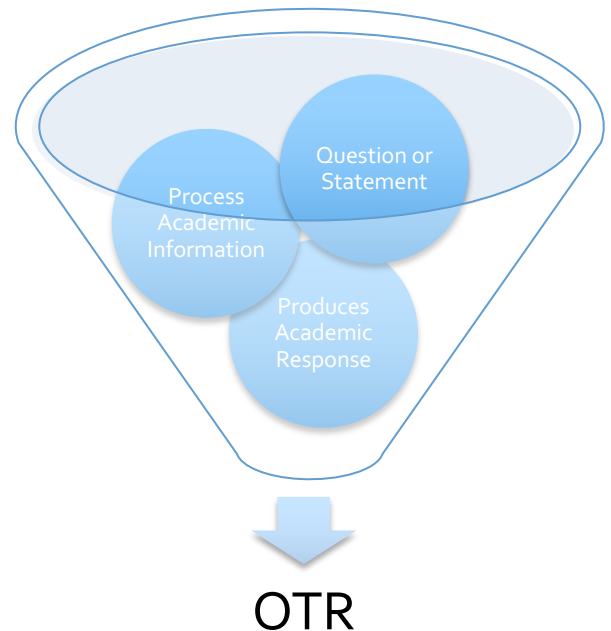
OPPORTUNITIES TO RESPOND

Opportunities to Respond (OTR) is an evidence-based strategy in which a question or statement is given that requires a student to produce an academic response. Increasing the amount of OTRs used by educators has been shown to decrease disruptive behavior, increase on-task behavior, increase the number of correct responses, and improve academic performance in core content subjects.

OTR Should Be:

1. An academic question or statement that

2. requires the student to process academic information and

3. produce an academic response.

Process Academic Information

Question or Statement

Produces Academic Response

OTR

Be Careful Of...

- Vague statements that do not pose a student to process academic information.

- Ambiguous word such as, "this," "that," "it," "those," "here," and "there."

- Giving too many OTR at one time. Follow a 3-second wait time rule.

Examples

- "Who is the president of the United States?"

- "Find Texas on the map and circle it."

- "In order to solve this equation we need to do the first step in the order of operations. What is the first step in the order of operations?"

- "Why were the citizens of Rome primarily Catholic?"

Non-Examples

- "Did you answer number two?"

- "How are you doing with this?"

- "Do you understand?"

- "Answer number one, then complete this one, and the other two on the back."

- "Do your work."

- "Remember what she said last class?"

OPPORTUNITIES TO RESPOND

When implemented correctly, OTR increases a student's attention to task, level of active engagement, on-task behavior, and increased correct academic responses. It can also help reduce the level of prompt dependency students often experience with paraeducator support.

How Much?

The teacher and paraeducator collectively:

-New material- a minimum of 4-6 responses per minute with 80% accuracy.

-Review of previously learned material: 8-12 responses per minute with 90% accuracy.

OTR & Inclusion

-The more learning trials the greater the opportunity for learning to occur.

- Removing students from a special education classroom and placing them in a larger, general education class can set them up for a reduction of OTR.

-Paraeducators must help to increase the rate of OTR in classroom to ensure students are getting enough interaction with the material at their level.

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Steps to OTR

1 Gain Attention

- Say students name
- Get down at eye level
- Make eye contact
- Check-in question

2 Deliver One OTR

- Place one academic request or demand at a time.
- Careful of too many OTR at one time.

3 Be Concise & Clear

- Avoid: "Look at this one," "Are you reading?" "Do this and that."
- Avoid lengthy and confusing statements.

4 Neutral/Positive Affect

- Ensure your tone and body language is neutral and/or positive.

5 Wait Time

- 3 seconds
- Wait before giving another OTR, prompting, giving choices, or saying anything.
- Students need time to process the request.