



*Behavior Management TOOL: Teaching Others through Online Learning*

**Module 5: Opportunities to Respond**

Learning Task # 1

**Directions:** After a few years of teaching, a classroom teacher is feeling pretty confident in his providing his students with opportunities to respond (OTR) using worksheets, tests, and other written activities. However, he is now interested in planning out ways to allow his students to respond via other means. Watch Video \_\_\_\_ and record down the following:

1. Examples of gestural opportunities to respond that were observed within the classroom by listing the ways the teacher allowed students physical or gestural OTR to information being presented to them.
2. When the teacher implemented use of OTR, did the teacher appear to do any of the following steps?
  - a. Gain student attention.
  - b. Deliver one OTR - must be academic.
  - c. Concise and clear.
  - d. Neutral and/or positive affect
  - e. Implement wait time (of at least three seconds).
3. Choose one item from the above list of steps and describe how the teacher in the video appeared to engage in providing OTR through that step in three to five sentences.

Learning Task # 2

**Directions:** Brainstorm ways the teacher in the above scenario could increase OTR based on his brainstorming and planning to incorporate OTR that are different from his usual worksheets, tests, and other written activities that he implements in his classroom.

Learning Task # 3

Select an age, developmental level, or grade of your choosing, and list two different OTR in the below three categories for your own instructional practices. Be sure to consider how students can respond through gestures, orally, or through written means.

Learning Task # 4

**Directions:** Have students observe a classroom and record instances of Opportunities to Respond.

1. Arrange for students to observe a classroom teacher for a designated amount of time.
2. Students should record the different ways the classroom teacher allowed for students to engage in OTR in the classroom.
3. Next, students should refer to the steps outlined for carrying out OTR and chart if the classroom teacher is carrying out OTR with fidelity in his or her classroom.
4. Have students reflect on their observation.
  - a. Did they observe examples of OTR?
  - b. Was one category or type of OTR more favored by the teacher than another category or type?
  - c. How could the teacher modify or ensure students with disabilities can participate in the OTR that are utilized within the classroom?