



Positive Behavioral Interventions & Support

*Effective Classroom Practices:
Opportunities to Respond*

Ohio | Department of Education

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**
7. Activity Sequencing & Choice
8. Task Difficulty

Outcomes

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

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment
- Incorporate high response opportunities into your classroom teaching



Ohio
PBIS
Network



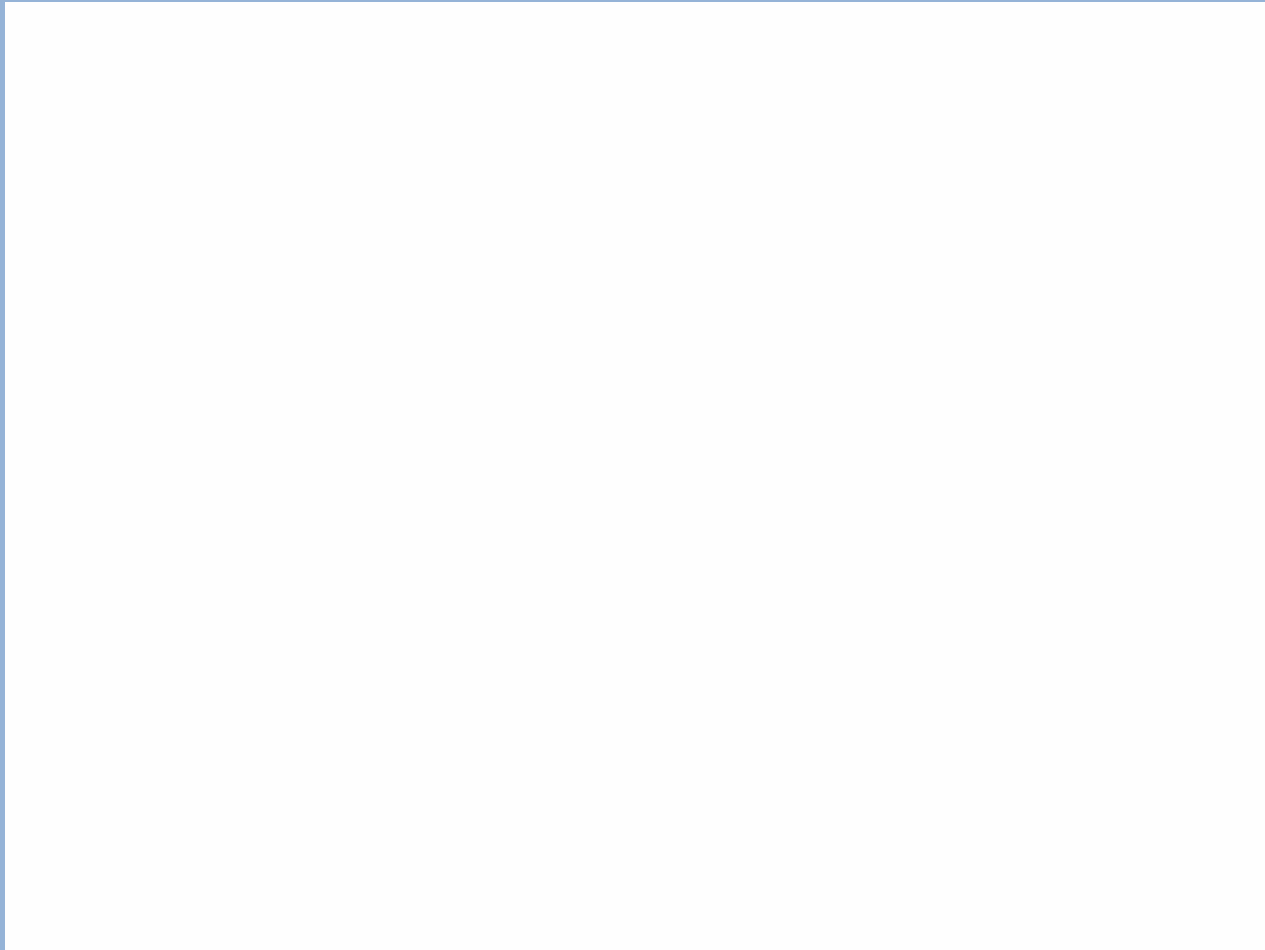
The Ohio PBIS Network would like to thank Dr. Tim Lewis and Missouri Schoolwide Positive Behavior Support. Without the knowledge and support of Dr. Lewis and Missouri SW-PBS, these materials could not have been created.



<http://pbissmissouri.org/>



UDL in Practice

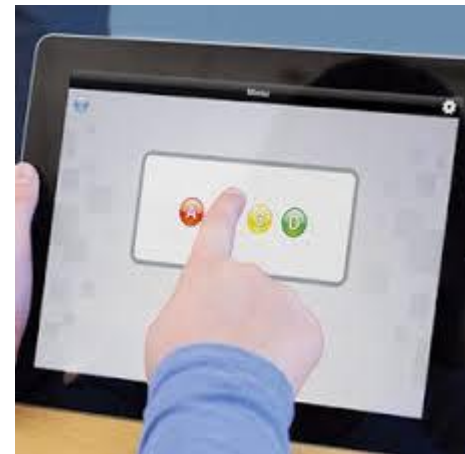


Shortly after science class started, the teacher announced, *“We have a small block of ice and the same sized block of butter. Tell your neighbor which one would melt first.”* A few seconds later the teacher said, *“Please write down in one sentence an explanation for your answer.”* A few minutes later, the teacher told students to share with their neighbor what they had written.

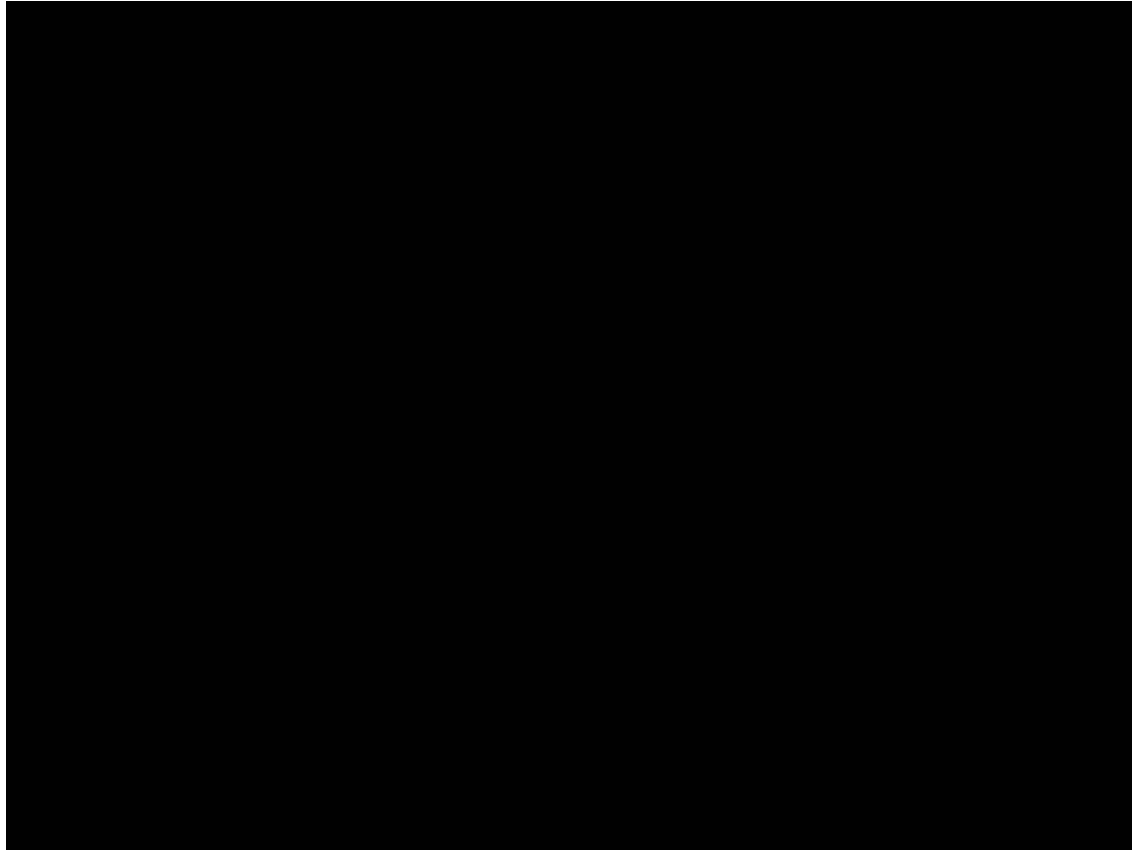
Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked to the class to raise their hand if they agreed with the answer. Then the teacher asked students to give a thumb down if anyone disagreed.

Colvin, 2009

Opportunities to Respond (OTR)



The Value of Providing OTR



http://www.teachertube.com/viewVideo.php?video_id=11148

Guidelines for Response Rates

- Teacher talk should be no more than **40-50%** of instructional time
- 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





Activity: **Personal Reflection**

Think about the amount of opportunities to respond you gave your students during the most recent day you taught.

How would you compare to these response guideline?

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

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

Response Strategies

Varied and creative strategies exist.

Verbal
Strategies



Non-verbal
strategies

Verbal Response Strategies

- **Individual Questioning**—calling on students unpredictably heightens student attention.



Verbal Responses—Continued

Choral Responding—all students in class respond in unison to a teacher question.



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

Ms. Finch puts her storybook on her lap and holds up her hand and says, "Class, get ready to tell me the main character in today's story." She says, "*Think big,*" drops her hand as a signal, and the students chime in, "*Howard!*" "*Howard is right,*" exclaims Ms. Finch. "*Way to go!*" She asks ten more quick questions—some about the setting and main idea. "*Last one. Here we go. The problem Howard faced today was finding his lost dog. Is that true or false? Think about it.*" She signals and the student eagerly respond, "*False!*" The students laugh and so does Ms. Finch. "*I couldn't trick you, could I?*" she asks. "*Tell me why that's false.*" She calls on James who is frantically waving his hand to answer.

Wood and Heward, 2004

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.

Using Choral Responding-

Continued

4. Use a brisk, lively pace.

5. Provide immediate feedback on the group response.

Using Choral Responding



Prepare questions in advance



Use thorough pre-correction regarding listening, the response signal, appropriate voice tone, etc.



Best used with individual questions interspersed to assess individual learning



Can be visually presented on PowerPoint®

Verbal Responses

Wait Time or Think Time—the time lapse when delivering a question before calling on a student or cueing a group response.



Using Wait Time or Think Time

Simply pause after asking a question for five seconds.

- Count inaudibly, use a stopwatch or follow second hand on a clock.
- Peer coaching or video-taping can help to develop awareness.





Activity: **With a Shoulder Partner**

Think about the how long your typical wait time is.

Do you pause a full 5 seconds to give students time to think?

Discuss with your shoulder partner how you might increase your wait time.

Non-Verbal Responding

- Every student actively answering or responding to each question or problem posed by the teacher
- Same benefits as verbal response strategies
- Most common approaches: white boards, written response cards, “clickers,” signaling or movement responses

Non-Verbal Strategies

White Boards—students have personal white board to write answers to teacher's questions with an erasable pen.



Non-Verbal Strategies—Continued

Response Cards—pre-printed cards that have choice words on each side.



Using White Boards or Response Cards

Teachers should:



Teach



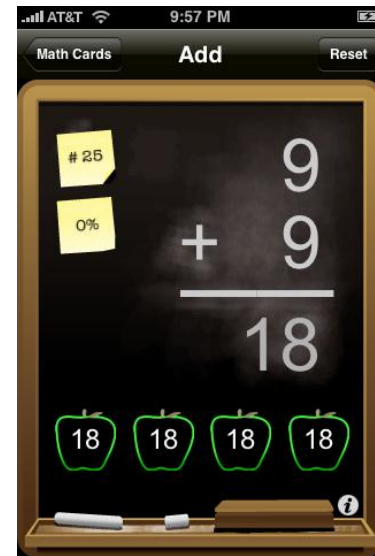
Prepare
Questions

Using White Boards or Response Cards (Con't)

Teachers should:



Assess and
provide feedback



Provide correct
answer

Non-Verbal Strategies—Continued

Student Response Systems—commonly called “clickers.”

1. During class discussion, the teacher displays or asks a question.
2. All students key in their answer using a hand-held keypad or other web-based device.
3. Responses are received and displayed on the teacher’s computer monitor and on an overhead projector screen.

Using “Clickers”

- www.polleverywhere.com
- www.socrative.com
- www.classpacer.com



“Plickers”



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

Non-Verbal Strategies—Continued

Signaling or Movement Activities

- Thumbs up/thumbs down, stand up/sit down, move to four corners, etc.



Non-Verbal Strategies—Continued

- **Guided Notes**—teacher prepared handouts leading students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts.



Developing Guided Notes

- Identify key facts, concepts, or relationships that could be left blank for students to fill in
- Consider inserting concept maps or a chart, diagram, or graph to help with understanding
- Provide students with formatting clues such as blank lines, numbers, bullets, etc.
- Be careful not to require too much writing

Differentiating Guided Notes

The image shows three overlapping 'Differentiating Guided Notes' forms. Each form is designed to help teachers reflect on their instructional practices and how they differentiate instruction.

Form 1 (Top): Contains the following text:

- Date:** [Blank]
- Essential Question:** *How can teachers create multiple and varied opportunities to respond during the instructional day?*
- Guidelines for response rates:** [Blank]
- Verbal response strategies:** [Blank]
- Nonverbal response strategies:** [Blank]
- Other practices:** [Blank]
- Summarize this session in 1-2 sentences:** [Blank]
- Make it personal: What practices will you keep or add? What practices will you change or eliminate?** [Blank]

Form 2 (Middle): Contains the following text:

- Date:** [Blank]
- Essential Question:** *How can teachers create multiple and varied opportunities to respond during the instructional day?*
- Guidelines for response rates:** [Blank]
- Verbal response strategies:** [Blank]
- Nonverbal response strategies:** [Blank]
- Other practices:** [Blank]
- Summarize this session in 1-2 sentences:** [Blank]
- Make it personal: What practices will you keep or add? What practices will you change or eliminate?** [Blank]

Form 3 (Bottom): Contains the following text:

- Date:** [Blank]
- Essential Question:** *How can teachers create multiple and varied opportunities to respond during the instructional day?*
- Guidelines for response rates:**
 1. [Blank]
 2. [Blank]
 3. [Blank]
- Verbal response strategies:**
 1. [Blank]
 2. [Blank]
 3. [Blank]
- Nonverbal response strategies:**
 1. [Blank]
 2. response cards
 3. response systems (clickers, Poll Everywhere)
 4. guided notes
 5. [Blank]
- Other practices:**
 1. [Blank]
 2. [Blank]
 3. [Blank]
- Summarize this session in 1-2 sentences:** [Blank]
- Make it personal:**
 1. What practices will you keep or add? [Blank]
 2. What practices will you change or eliminate? [Blank]

Other Practices to Increase OTR

Computer-assisted instruction

[Class-wide peer tutoring](#)



Direct Instruction

<http://www.nifdi.org>

Other Practices to Increase OTR

Universal Design for Learning (UDL)

A set of principles for curriculum development that give all individuals equal opportunities to learn.

www.cast.org

Activity: Opportunities to Respond



Work with a partner.

Review the practices for ensuring numerous opportunities to respond.

Summarize what you have learned in the chart on handout Review of Opportunities to Respond by listing the strategies and then noting any key points about using the strategies effectively.

Be prepared to share your summary with the large group.



Activity: **Personal Reflection**



Questions?



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