



Learning is not a spectator sport

**OPPORTUNITIES TO RESPOND**

Many responses. Many responders

*Powerpoint developed by  
Michelle Levy*

Behavioral Specialist  
RSE-TASC

Regional Special Education  
Technical Assistance Support Center  
Eastern Suffolk BOCES

(631) 218-4197

[mlevy@esboces.org](mailto:mlevy@esboces.org)

Permission to use for educational purposes



## Think – Pair - Share



- Review the sample strategies
- Which strategies are you currently using to encourage students to actively participate?
- Which strategies do you use regularly to check for student understanding of your lesson objective?



## Active Student Participation

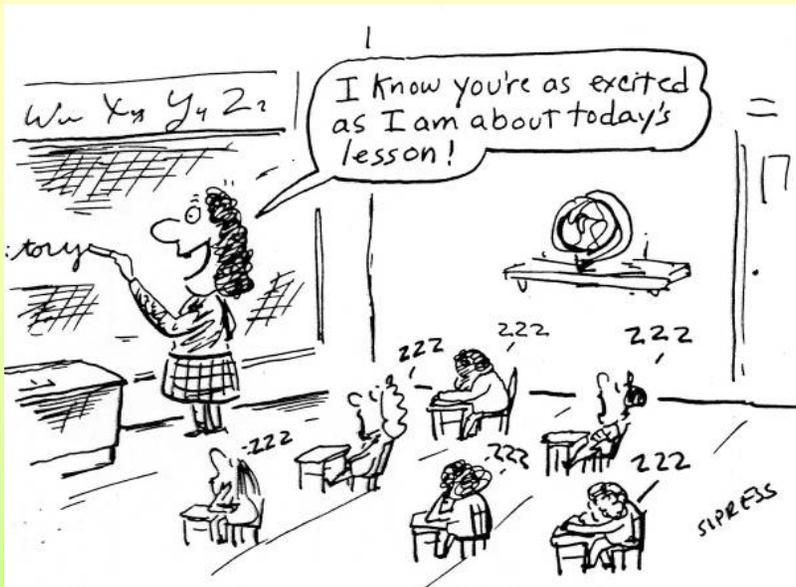
- Occurs each time students make detectable responses to on going instruction
- Directly related to curriculum sequence
- Can be tallied or counted
- Is NOT the same as “On Task”



## Active Participation vs. On Task

Thumbs up if you think it's active,  
thumbs down if you feel it's on task

- The class listened to a story about race cars.
- Ms. Jones has the class write the answer to a math problem on a white board and hold up their responses when prompted
- The students in gym listened as Mr. Smith demonstrated the appropriate form for shooting a foul shot.



## Active v On Task cont' d

- Mrs. White praises the class for being quiet during silent reading during science
- The students in Mr. Andrews' class chorally respond to review questions

## Frequent Responses

Oral Responding	Unison Responding	Team Responses	Written Responses	Action Responses
<ul style="list-style-type: none"> <li>• choral response</li> <li>• think-pair-share</li> <li>• partner response</li> </ul>	<ul style="list-style-type: none"> <li>• choral response</li> <li>• white-boards</li> <li>• response cards</li> </ul>	<ul style="list-style-type: none"> <li>• numbered heads together</li> <li>• jigsaw</li> </ul>	<ul style="list-style-type: none"> <li>• response cards</li> <li>• white boards</li> <li>• think-jot-share</li> <li>• pair and write</li> </ul>	<ul style="list-style-type: none"> <li>• touching/pointing</li> <li>• Gestures</li> <li>• acting out</li> <li>• hand signals</li> <li>• Facial expressions</li> </ul>

Which category of response strategy  
do you use most frequently?



## Multiple Opportunities to Respond

- An instructional question, statement or gesture made by the teacher seeking an academic response from students  
(Sprick, Knight, Reinke & McKale 2006)
- A teacher behavior that prompts or solicits a student response (Simonsen et al, 2008)
  - Reading aloud
  - Writing answers to a problem
  - Verbally answering a question
  - Responding to a teacher's cue (action)



## Opportunities to Respond (OTR)

- Use of opportunities to respond (OTR) includes strategies for **presenting materials, asking questions, and correcting students' answers** to increase the likelihood of an active and desired response.
- Addresses the number of times the teacher provides academic requests that require students to actively respond.
- Teacher behavior that prompts or solicits a student response (verbal, written, gesture).



## Why Provide Multiple Opportunities to Respond?

- Increases student engagement with instruction
- Allows for high rates of positive, specific feedback
- Limits student time for engaging in inappropriate behavior
- Is an efficient use of instructional time
- **Provides a form of formative assessment (check for understanding)**

(Heward, 1994)



## When do we check for understanding?

### Components of Explicit Direct Instruction

- Activate Prior Knowledge - CFU ✓
- Learning Objective - CFU ✓
- I DO - CFU ✓
- Lesson Importance - CFU ✓
- WE DO (Guided Practice) - CFU ✓
- Lesson Closure - CFU ✓
- YOU DO (Independent Practice) - CFU ✓



## The Value of Providing OTR

- More time students are involved, more *learned*.
- Increased rates of responding and subsequent improved learning tend to increase the amount that can be *covered*.
- On-task behavior and correct response increase while disruptions decrease.
- Shown to improve reading and math performance.
- Provides continual feedback for the teacher on student learning and the effectiveness of teaching strategies.

## 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.



Council for Exceptional Children, 1987; Reinke, Herman & Stormont, 2013

## Response Strategies

- Varied and creative strategies exist.
- **Verbal strategies**—students respond orally to teacher prompts or questions.
- **Non-verbal strategies**—student use a signal, card, writing or movement to respond.



## Opportunities to Respond (OTR)

<u>Prompt</u>	<u>Response</u>	<u>Feedback</u>
<p><i>Teacher Provides:</i>  <b>Prompts                      &amp;                      Wait time</b></p>	<p><i>Student Responds:</i>  <b>Read                      Write                      Verbal Answer                      Motor/Gesture</b></p>	<p><i>Teacher Provides:</i>  <b>Specific, Positive                      Feedback</b></p>

## Example

Prompt	Response	Feedback
Teacher says, “When I give the signal everyone answer this question: What is the square root of 49?  Teacher waits a few seconds and gives signal.	Students chorally respond, “7”  Or  They write the answer on their white board and hold it up	Teacher says, “Yes! The correct answer is 7”.

## How Many OTRs?



## How Many Opportunities to Respond?

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

## How Many Opportunities to Respond?

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

## Verbal Responses: Cloze Response

### Wait Time or Think Time–

- The time lapsed when delivering a question before calling on a student or cueing a group response.
  - Engages students in thinking.
  - Increases participation.
  - Increases quality of responses.
  - Results in fewer redirects of students and fewer discipline problems.

Rowe, 1987

## 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: Left 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?
- How long do you pause for SWDs and ELLs?
- Discuss with your left shoulder partner how you might increase your wait time.

## Verbal Response Strategies

- **Individual Questioning**—calling on students unpredictably heightens student attention
- Ask the question first, then pause before calling on the student to respond.
  - Use seating chart, tallying to monitor rate of questions presented to each.
  - Student names on strips of paper, drawn as questions asked.
  - Use one of the strategies mentioned above, and call on a student to repeat or summarize what the student just said.

# Whip Around

- Teacher poses question.
- Students write response.
- Students read written responses rapidly, in specified order.
- Teacher takes notes.
- Develop closure/clarification/summary.



# Quartet Quiz

- Teacher poses question.
- Students write/prepare response.
- Students meet in quads and check answers.
- Summarizer reports, "We know, We wonder"
- Teacher records on board.
- Closure/Clarification/Next steps



- <https://www.youtube.com/watch?v=v8uYS48BIUw>

- Numbered heads together

- Cold call
- <https://vimeo.com/43990521>
- <https://www.teachingchannel.org/videos/improve-student-participation>
- Using playing cards

# Reflection



Jot down an idea as to how you can incorporate an individual questioning strategy into your lesson planning

- <https://www.teachingchannel.org/videos/think-pair-share-lesson-idea>

## Verbal Responses: Unison Reading

- **Choral Responding**—all students in class respond *in unison* to a teacher question.
- Suitable for review, to teach new skills, as a drill, or as a lesson summary.
  - Demonstrated at all grade levels, K-12



- Choral response: Explanation demo
- [http://www.youtube.com/watch?v=eKkR0E\\_pvrCM](http://www.youtube.com/watch?v=eKkR0E_pvrCM)
- <https://www.youtube.com/watch?v=Em-VRAqZTck>
- Archer

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



Mr. Rogers' 9<sup>th</sup> grade class American History class is reviewing for a test.

Mr. Rogers says, "Class, think first then tell me together the answer to this question. What major event in American history did the Reconstruction Era follow?" He drops his hand as a signal, and the students responded, "The Civil War" "That's right. Everyone participated, great!" He then asks three more quick questions about the Reconstruction Era. He ends with another question. "OK, this time tell me if this statement is true or false. Remember to respond after I drop my hand. Ready? True or false...the only focus of the Reconstruction Era was to reconstruct the South." He drops his hand as a signal, and the students responded a mix of true and false. That told Mr. Rogers he needed to do a quick review of all the reasons for the Reconstruction Era.



## Using Choral Responding

1. Develop questions in advance 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.
4. Use a brisk, lively pace.
5. Provide immediate feedback on the group response.



### Activity: Right Shoulder Partner

- Think about a new lesson or review you recently did. How could you have incorporated choral responding into that lesson?
- Discuss with your right shoulder partner.



## 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,
  - ☺ signaling or movement responses
  - ☺ “clickers”



## Non-Verbal Strategies

- **White Boards**—students have personal white board to write answers to teacher’s questions with an erasable pen.
  - Letters, words, numbers, draw symbols, or solve problems.
  - When cued, hold up board to display answers.
  - Students use an eraser, sponge, or cloth to erase their answer and await next question.



- <https://www.youtube.com/watch?v=IX0JEZ3Pgk4>
- White boards and cups: Dylan William



## Non-Verbal Strategies

- **Response Cards**—pre-printed cards, signs or items that have choice words on each side held up simultaneously.
  - Yes/No, True/False, Odd/Even, Agree/Disagree
  - Set of few choices (e.g., noun, pronoun, verb, adverb, letters, numbers, story elements)



## Response Cards vs. Traditional Hand Raising

Time used	Response card	Hand raising
30 minutes	22 Responses/child	1.5 Responses/child
180 days	3700 Responses/child	270 Responses/child

If **response cards** were used instead of hand raising for just **30 minutes** per day, each student would make more than **3,700 additional** academic responses during the school year.

 Hewett, Gardner III, Cavanaugh, Courson, Grassi, & Barbetta, *Teaching Exceptional Children*, 1996

## Use of Response Cards



- Teach, model and practice the routine
  1. Question
  2. Think
  3. Decide Answer
  4. Wait
  5. Cue to Show
  6. Hold up Card
  7. Put Down Card
  8. Prepare for Next Question.
- Maintain lively pace
- Short time between questions
- Give clear cues
- OK to look at classmates' cards
- Specific, positive feedback for correct answers and use of cards



- <https://www.youtube.com/watch?v=tXbGDmo0Pj4>
- Response cards



## Reflection



**Jot down an idea as to how you can incorporate any of the response card methods into your lesson planning**



## Yes/No Cards

YES  
NO

- Using a 4x6 index card the student writes YES on one side and NO on the other.
  - When a question is asked the students hold up YES or NO.
1. Ask the students if they know the following vocabulary words and what they mean.
  2. Call out a word. If a student is holding a YES they may be called on to give the correct answer.
  3. Remind them that if they don't know the words it is OK because they will be learning them.
  4. You can do the same thing with conceptual ideas, etc.



Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

## Using White Boards or Response Cards

### Teachers should:

- Teach the expected behaviors, including when to select their card or write their response, when to share, and when to clean boards or reposition cards for next question.
- Prepare questions to carefully match your response option.
- Assess student responses and provide *clear, specific* feedback.
- Provide the *correct* answer and a brief explanation if a significant number of students did not respond accurately, then re-present the question.



## Response Card Activity

- Pair with another participant
- Discuss a lesson you teach that could include the use of response cards
- Be sure each of you comes up with a plan
- Refer to the handouts  
(one elementary and one secondary)



- <https://vimeo.com/101254151>
- Chalk Talk



## Non-Verbal Strategies

- **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”

- Teachers see immediately how students answer.
- Helps to guide teacher instruction.
- Devices are numbered so that *individual* responses can be downloaded for recordkeeping or further analysis once the session has ended.
- Student engagement and motivation or student satisfaction seems to be enhanced
- All can respond anonymously using a familiar game approach.

Reiser & Dempsey, 2007

## Electronic Alternatives

- Technology applications of response cards
  - Clickers
  - Plickers
  - Cell phones [www.polleverywhere.com](http://www.polleverywhere.com)
    - Teach the procedure
  - Other ideas [www.socrative.com](http://www.socrative.com)
- Highly motivating
- Respond anonymously



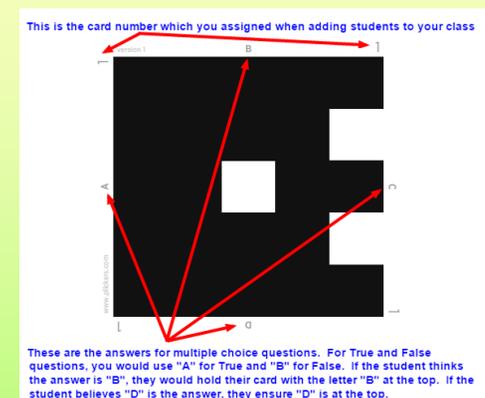
## “Plickers”

<https://www.youtube.com/watch?v=DfUB05xilGM>

Cartoon

<https://www.youtube.com/watch?v=bejiz2HzUz8>

Explanation



# Non-Verbal Strategies

- **Signaling or Movement Activities**

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



## Activity: Stand Up/Sit Down

- Silently think of one strategy you currently use to call on students unpredictably.
- Everyone stand up.
- One person will tell the strategy they use. If you use the same strategy, sit down.
- We will continue until all ideas are heard and everyone is sitting.

- <https://vimeo.com/101559969>
- Take a stand

## Thumb It!



- Have students respond with the position of their thumb to get an assessment of what their current understanding of a topic being studied.
- Where I am now in my understanding of \_\_\_\_\_?

**Up**

I know a lot

**Sideways**

I know some

**Down**

I know very little

Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

# Fist of Five

Show the number of fingers on a scale, with 1 being lowest and 5 the highest.

Ask, How well do you feel you know this information?

5. I know it so well I could explain it to anyone.
4. I can do it alone.
3. I need some help.
2. I could use more practice.
1. I am only beginning.



Gregory, G.H. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks CA: Corwin Press.

## Non-Verbal Strategies—Con' d

- **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.
  - Increases attention and engagement.
  - Provides a standard set of notes.
  - Helps with outlining skills.
  - Lessons must follow the guided notes.



## 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.

## Guided Notes

- Opportunity to Respond is an instructional question, statement or gesture made by the teacher seeking \_\_\_\_\_.
- Rate of teacher instructional talk is \_\_\_\_% of an instructional period
- Optimal rate of prompts is \_\_\_\_ average per minute.
- Effective wait time is \_\_\_\_ or more seconds.
- Three common strategies to increase OTR are:
  1. Tracking students called on
  2. Guided \_\_\_\_\_
  3. Response \_\_\_\_\_

**INTERVENTION CENTRAL**  
Your source for RTI resources

Home Academic Interventions Behavior Interventions Products Workshops CBM Downloads RTI Help Contact

## Guided Notes: Increasing Student Engagement During Lecture and Assigned Readings

**NYC Bowling League**  
Bowling in NYC's Newest Premier League from ZogSports. Join Today!  
[www.zogsports.com](http://www.zogsports.com)

**Want to Read Faster?**  
Increase reading speed 2-10 times Try free EyeQ demo now  
[www.eyeq.com](http://www.eyeq.com)

**Online Notes For Students**  
Online Notes For Students Online Notes For Students  
[www.interventioncentral.org](http://www.interventioncentral.org)

**Study & Organization**  
Create Guided Notes online using 'Guided Notes Maker'

**Description:** The student is given a copy of notes summarizing content from a class lecture or assigned reading. Blanks are inserted in the notes where key facts or concepts should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to complete the guided notes.

**Purpose:** Guided notes promote active engagement during lecture or independent reading, provide full and accurate notes for use as a study guide, and help students to identify the most important information covered (Heward, 2001).

**Materials:** Guided notes

**Preparation:** The instructor identifies the lecture content or assigned reading that will be covered in the guided notes.

**Intervention Steps:** Guided notes can be prepared and implemented through these steps:

1. A set of notes is prepared that contains the essential information to be covered in the lecture content or assigned reading.
2. The instructor reviews the notes and highlights or underlines the key facts, concepts, or information that the student will be responsible for writing into the final version of the guided notes.
3. Using a word processor, the instructor replaces the segments of notes identified in the previous step with blanks.
4. Prior to handing out copies of the guided notes in class, the instructor ensures that students understand their responsibility to attend to content covered in the lecture or the reading and to fill in each of the blanks in the guided notes with the appropriate concepts, definitions, or other content.
5. During lecture or while reviewing assigned readings in class, the instructor displays the guided notes (via overhead projector, computer projector, or smartboard) and fills in blanks with appropriate facts or concepts as they are presented.

**Adjusting/Troubleshooting:** Here are recommendations for using guided notes and addressing issues that might arise:

*Keep guided note entries brief.* Shorter guided note entries promote student understanding of content as well as or better than longer entries (Konrad, Joseph & Eveleigh, 2009). Also, short entries can increase student motivation to write in responses.

Guided Notes Example  
<http://www.interventioncentral.org/htmldocs/interventions/study/notes1.pdf>

**Guided Notes** (*outlining key concepts from Haring, et al., 1978*)

I. The \_\_\_\_\_ is a theoretical framework for understanding how people:

- Acquire new skills
- Become \_\_\_\_\_ in these skills
- Generalize these skills to new \_\_\_\_\_ or settings
- Adapt the skills to match the requirements of new circumstances

A. \_\_\_\_\_ phase: The period between the first appearance of the desired behavior and the reasonably accurate \_\_\_\_\_ of that behavior.

Teacher strategies to promote acquisition include:

- Modeling
- \_\_\_\_\_
- Prompting
- Cueing

B. Fluency Phase: The phase between the first reasonably accurate performance of the behavior and the student's ability to perform the behavior rapidly and with \_\_\_\_\_

## Guided Notes Resources

- [http://montgomeryschoolsmd.org/departments/hia/t/tech\\_quick\\_guides/Word\\_Guided\\_Notes.pdf](http://montgomeryschoolsmd.org/departments/hia/t/tech_quick_guides/Word_Guided_Notes.pdf)
- [https://www.interventioncentral.org/rti2/guided\\_notes](https://www.interventioncentral.org/rti2/guided_notes)

- <https://www.teachingchannel.org/videos/daily-lesson-assessment>

Tiered exit card

## Vimeo: Expeditionary Learning

- <https://vimeo.com/search/page:3/sort:relevance?q=expeditionary+learning>



## Activity: Opportunities to Respond

- List the subjects or content areas that you teach.
- Identify the verbal and non-verbal opportunity to respond strategies that could be used to improve your student learning outcomes in those subjects or content.
- Put a star by the one you will make a commitment to develop first.
- Share with a partner.

## Acknowledgements

- PBIS Missouri