



*Students learn,
when teachers
communicate!*

The intervention focused on in this study guide is all about giving students opportunities to respond (OTR) in the classroom. By applying this practice it helps keep the students' actively occupied with the lesson and decrease problem behaviors in the classroom.

Table of Content

- a) Definition of your topic or intervention
- b) Glossary:
- c) Acronyms
- d) Case study without Intervention
- e) Case study with Intervention
- f) Discussion Questions:
- g) FAQs – Frequently Asked Questions.
- h) Annotated bibliography

TOPIC

Opportunities to Respond (OTR) - This is when teachers give students multiple opportunities to respond with the correct academic or social information or behavior. This has shown to work well with all students but especially well with students with emotional behavioral disorders (EBD).

GLOSSARY

- Intervention - A set of techniques and therapies practice in counseling
- Wait Time – Time elapsed from one point to another. Example: After asking a question, wait 1 minute before asking for a response.
- Response Card – A sign or item that can be used for answering questions.
- Stock Paper - A thick type of paper. You also might see stock paper used for invitations, post cards, brochures, or craft projects.
- White Board – A smooth board that is used with dry-erase markers.
- Problem Behaviors – Behaviors that have become a disturbance to the teacher, as well as the other students.
- Feedback – Providing one with specific information regarding the question or problem.
- Instructional Time – The amount of time that students are focused in active learning and instruction.
- Peer Tutoring – When one child helps another with instructional learning.
- Engagement – Being involved or occupied during a specific time.

ACRONYMS

- OTR - Opportunities to Respond
- EBD - Emotional and Behavioral Disorder
- PBIS - School-Wide Positive Behavioral Interventions & Supports

CASE STUDY (Before Intervention)

Mr. Johnson is the sixth grade biology teacher at Woodland Oak Junior High. He has been there for almost thirty years. Mr. Johnson talks in a very stern way, whether he is being stern or not.

Alexis Newburg was new at Woodland Oak and was a very quiet girl. When Alexis entered Mr. Johnson's classroom for the first time, she knew right away she would not be enjoying this class. Not only did Mr. Johnson look and sound scary, she did not like learning about biology.

Mr. Johnson took Alexis's information and pointed to a seat in the back row for her to take her seat. The lights went out and the projector came on. "Take out a lot of paper and a pencil, you will be taking a lot of notes today" said Mr. Johnson.

Alexis tried to keep up with the slides, but missed parts of them, because of the speed Mr. Johnson was reading. When another student asked to see another slide for missed material, he said "you should've wrote faster".

Mr. Johnson finished the 40 minute presentation by saying "there will be a test in a few days so you better study"

Alexis could not believe this was happening and didn't know how she was going to pass biology. She left the class feeling more tired than ever (from the lights being off) and so worried about this class that she is now unable to focus on enjoying her other classes and meeting new friends.

CASE STUDY (After Intervention)

Mr. Johnson is the sixth grade biology teacher at Woodland Oak Junior High. He has been there for almost thirty years. Mr. Johnson talks in a very stern way, whether he is being stern or not.

Alexis Newburg was new at Woodland Oak and was a very quiet girl. When Alexis entered Mr. Johnson's classroom for the first time, she was greeted by Mr. Johnson with a big smile, he said in his deep voice "Welcome to biology, you must be Alexis the new student?"

While Mr. Johnson took Alexis's information he told the class to mingle amongst themselves, and be prepared for an exciting biology class. He then told Alexis she could find a seat that looked good to her. He introduced her to the class before beginning his lesson for the day.

Alexis was nervous because she was not a huge biology fan, but so far Mr. Johnson seemed to be nice and seemed to have a good attitude about it.

Mr. Johnson began the class lesson with asking the students if they had any questions about anything, the readings, their last class or any information about their upcoming test. He then told Alexis that she would not be required to take the test since this was her first day. Alexis smiled and was a bit relieved.

After talking for about ten minutes with the students, Mr. Johnson had all of the students get into groups by the rows that they were in. He wanted everyone to read one of the chapters in the book, so he had each row read parts of the chapter and then afterwards the entire class discussed the part that they read.

Mr. Johnson helped with time because he had five groups reading at one time but all reading different parts of the chapter. It also helped the students understand more because they were hearing it from their peers and how they interoperated the information.

Alexis was very pleased when leaving the classroom, she wasn't nervous about having to take a test in a couple days, and she also was able to meet some new peers that were in her group. As she left, Mr. Johnson told her he was happy to have her in his class, and his door is always open if she has any questions or concerns

DISCUSSION QUESTIONS

Here is a great way to visually understand what OTR is:

| <i>Antecedent</i> | <i>Behavior</i> | <i>Consequence</i> |
|--------------------------------------|---------------------------------------|---------------------------------------|
| What the teacher says to the student | The student's response to the teacher | The teacher's response to the student |

Example:

| <i>Antecedent</i> | <i>Behavior</i> | <i>Consequence</i> |
|--|---|---|
| <p>"After I read the question, take 30 seconds to think about your answer, right it down onto the white board, and turn it over when I ring the buzzer"</p> <p>"The question is: Who was the 16th president?"</p> | <p>After the buzzer sounds, the students now raise their white boards with the answer of Abraham Lincoln.</p> | <p>The teacher says "you should have wrote Abraham Lincoln"</p> <p>The teacher is able to visually see who did or did not respond correctly. This gives her an idea on what student might need extra help. This also gives students that got the answer wrong the chance to not feel uncomfortable.</p> |

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
- Students will be more engaged
- Higher rates of feedback
- Decreases problem behaviors
- Efficient use of instructional time
- Increase of academic skills

Steps to follow when using OTR:

- Track students called on
- Response cards/personal white boards
- Class-wide peer tutoring
- Make sure to have enough Wait Time

Do's and Dont's of OTR:

Do's:

- Read out loud
- Come to the board to write answers to a problem
- Verbally answer a question
- Make learning fun for the students
- Mix up teaching strategies
- Let the students have a voice/suggestion box
- Wait time

Dont's:

- Criticize a student for a wrong answer
- Ignore the quiet students that choose to not answer
- Only call on the students that raise their hand

FAQ

Q. Can OTR be applied to any age group?

A. Yes it is important that teacher's learn about this no matter what grade level they are teaching at.

Q. What have been the successes of OTR?

A. Students have shown higher levels of academics and a reduction in behavioral problems.

Q. In what setting is OTR used?

A. School setting

Q. What is the overall purpose of OTR?

A. To give all of the children an opportunity to respond in the classroom. To have the students feel as if they are given a chance to answer. To give students correct and appropriate feedback to make them understand clearly what is being asked.

Q. What are the strengths and weaknesses of OTR?

A. The weaknesses are that many teachers treat students unfairly without knowing they are doing so. It is easy to not call on a student that is quiet or doesn't seem interested in the topic, but it is very important to get that student engaged in the lesson. The strengths are that it doesn't take much to be able to incorporate OTR in your classroom. It can make the learning environment more enjoyable which in turn makes the students more engaged and want to learn. This will then increase grades and decrease problem behaviors.

Q. What are the long/short term effects of OTR?

A. Giving a student the chance to respond is extremely important in both long and short term. In short term it can affect the environment in the classroom for both the student and teacher. It can help the student's self-esteem level as well. Long term effects can come about by the student thinking back on not enjoying a subject, topic, or teacher in school. It can also lead to negative self-esteem issues.

ANNOTATED BIBLIOGRAPHY

Addison, L. & Lerman, D. C. (2009). Descriptive analysis of teachers' responses to problem behavior following training. *Journal of Applied Behavioral Analysis*, (2) 485–490.

Abstract: The procedures used in this article are to help teachers and caregivers understand the importance and necessity of reinforcement. It gave proof that when teachers are trained on using the correct use of behavioral interventions problem behavior rapidly decreases with time. Prior to the study the teachers attended a five

day long training program on teaching techniques. The teachers were taught to use planned ignoring and to abstain from the use of tangible rewards. The majority of escape and reprimands resulted in a decrease in problem behavior. The teachers were given two participants (children) to work with and to respond to their problem behavior in a manner that they thought was appropriate. The study was done every day during the five day training and lasted about ten minutes. The majority of escape or reprimands given to the children resulted in a decrease in the problem behavior. Overall the results suggest that the reduction in the child's problem behavior was a result of the teacher's behavior.

Austin, J. L. & Soeda, J. M. (2008). Fixed-time teacher attention to decrease off-task behaviors of typically developing third graders. *Journal of Applied Behavioral Analysis, (2)* 279–283.

Abstract: When working with children the use of fixed time (FT) is important when helping with problem behaviors. The participants in the study were two boys who were in the third grade. The boys were told that they frequently display off-task behavior. Off-task behavior was defined as; not following directions for more than three seconds, attending to something that is not related to the task at hand, conversing with peers during task, taking eyes off of the teacher, and getting up from one's seat in the middle of task. The study was done by use of observation. The boys were observed for a total of twenty minutes. The teacher was given a device (i.e., noncontingent reinforcer) that helped her remember to give individual attention to the boys every four minutes, and to

let them have an opportunity to respond. After doing this several times, the study showed that both boys proved to have a decrease in off-task behaviors with the use of the noncontingent reinforcer. This study shows that when a student has the opportunity to respond it helps decrease that students' problem behavior.

Cammilleri, A. P., Tiger, J. H., Hanley, G. P. (2008). Developing stimulus control of young children's requests to teachers: Classwide applications of multiple schedules. *Journal of Applied Behavioral Analysis*, (2) 299–303.

Abstract: Tiger and Hanley worked with students and teachers to reduce requests at an inconvenient time. The study took place in three private elementary classrooms, consisting of 10 -12 students in the class. The children were of multiple ages in the classroom and worked at their own pace. The teachers were told to wear green and red leis. When the teacher wore the green lei it meant that it was a convenient time to be social and ask questions. When the teacher wore the red lei it was an indication to be silent and to work things out independently. The results of the study show that the students approached the teachers at the appropriate time (green lei) and were decreased at inappropriate times (red lei). The study notes, that it needs to be implemented in actual classrooms, rather than a private school, as well as with students of the same age.

Carnine, D.W. (1976). Effects of two teacher-presentation rates on off-task behavior, answering correctly, and participation. *Journal of Applied Behavior Analysis*, (9) 199-206.

Abstract: This study looked into the effects of two different teacher presentations and the effects that it had on the students' responses. The two subjects involved in the study were a boy and a girl that were said to be the lowest achieving third graders in the classroom. The teacher said they were "off-task, too often". Off – task behavior was said to be, leaving ones seat, moving around, blurting out, and talking. During the two presentations they were observed by two data collectors who sat beside and in front of the subjects. The teacher was described how to present a slow-paced and fast-paced procedure. The study indicated that when the teacher demanded a response from the student's at a faster rate it decreased the students' occurrence of off – task behavior and increased the subjects to answering correctly and participation. Although, the study notes, that sometimes it is necessary to have a slight delay in response to ensure time to "figure – out" the answer. The study shows that if a child is rushed into answering, it could make them make more errors and simply choose to not participate.

Drabman, R. S. and Lahey, B. (1974). Feedback in classroom behavior modification: effects on the target and her classmates. *Journal of Applied Behavior Analysis*, (4) 591-598.

Abstract: O'Leary and Drabman have shown that behavioral modification has had significant success with students' in classrooms. Feedback is extremely important for teachers to provide to their students, but they must also know that feedback alone is not always effective. The study was with a ten year old girl who was said to have inappropriate behavior in the classroom reported by the school officials. She was mostly

teased and ignored by the other students' in her classroom. The study also looked at how the classmates' behavior seemed to change when the subject's did. The two observers were undergraduates who were trained for a total of ten weeks in simulated classroom conditions. During the study the observers entered the classroom before the students four days a week observing for the entire class period. The observers recorded every spoken word that Charlotte received from both teacher and peers. The frequency was said to be very low. The results show that the subject was the most disruptive student and ranged 1.39 disruptive behaviors per 20-sec interval while her classmates averaged .71. Although after giving feedback contingency her behavior decreased to .49 and her classmates decreased as well. Even when the subject's behavior changed for the better, her teacher did not give her any more positive comments, but did give her less negative comments. The study showed that feedback is both necessary and sufficient for behavior change. As for the comments given to the subject that were recorded, she still received more negative than positive whether her behavior was good or bad.

Sutherland, K. S., Wehby, J. H., Yoder, P.J. (2002). Examination of the relationship between teacher praise and opportunities for students with EBD to respond to academic requests. *Journal of Emotional and Behavioral Disorders*, (10) 5-9.

Abstract: The rate at which students are given the opportunity to respond (OTR) and the praise given to students for appropriate behavior are the two essential components of successful teaching. It was noted that some teachers may choose to avoid interacting with children just to keep a problem behavior from escalating. The study

was done to look into the relationship between how a teacher responds to students with emotional and behavioral disorder (EBD), and how she/he praises the students, by the use of sequential analysis. To help complete this study, twenty teachers from a school district volunteered to participate in the study. The students' ranged from K-8 and were all diagnosed with emotional disorders, mental retardation or another learning disability. The research indicated that the higher rates of OTR the higher rates of on-task cooperation from the students.

