# Factsheet: Multiple opportunities to respond

## What are opportunities to respond?

Opportunities to Respond (OTR) refer to instructional questions, statements, or gestures made by the teacher that seek academic responses from students (Sutherland and Snyder 2021). This approach is designed to increase student engagement and participation, as it encourages active involvement in the learning process. By providing multiple OTR, teachers can enhance classroom dynamics and foster a more interactive learning environment.

## Research

Recent research underpins the effectiveness of providing multiple opportunities to respond (OTR) as a strategy to enhance classroom engagement and reduce disruptive behaviour. Implementing OTR has been shown to decrease disruptive behaviour, increase on-task behaviour, and boost overall academic engagement (Berg and Ahlgrim-Delzell 2020; Sutherland and Snyder 2021). Additionally, it contributes to a higher number of correct responses, limits the time students engage in inappropriate behaviour, and maximises the efficiency of instructional time (Carter and O'Rourke 2018; Hattie 2021). Enhanced OTR practices also lead to increased rates of positive, specific feedback, reinforcing desired behaviours and promoting a more productive learning environment (Heward 2019).

## Guidelines for implementation

The following guidelines focus on maximising student engagement and ensuring effective teaching practices. Always consider the specific context of your classroom and adjust as necessary to meet the needs of your students.

1. **Teacher talk**: Aim for teacher talk to be no more than 30-40% of instructional time to maximise student engagement.
2. **New material**: For new material, target a minimum of 6-10 responses per minute with an accuracy level of at least 80% to ensure students are actively processing the information.
3. **Review of learned material**: During review sessions, aim for 12-15 responses per minute, maintaining an accuracy rate of approximately 90% to reinforce retention and understanding.
4. **Wait time**: Increase wait time to 5-10 seconds to allow students sufficient time to formulate their responses, which can enhance the quality of engagement and participation.

## Examples of opportunities to respond

When using opportunities to respond teachers should consider identifying strategies:

* within lesson plans to increase opportunities for students to respond.
* to replace single student responding through hand-raising with multiple student engagement. For example: use of response cards, mini white boards, choral response, guided notes, computer assisted instruction (Kahoot/ jam boards etc), think/pair/share and direct instruction.

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| Antecedent*Teacher provides:* Verbal questions, prompts, cues | Behaviour*Student Responses: w*ritten, choral verbal, motor | Consequence*Teacher Provides: s*pecific, positive feedback |
| Teacher distributes mini whiteboards and asks, "Write down your answer to this maths problem and hold it up." | Students write their answers on the mini whiteboards and display them. | The teacher checks responses quickly and provides immediate feedback, reinforcing correct answers and clarifying misconceptions. |
| Teacher prompts the class with a question, "On the count of three, everyone say the capital of Australia!" | Students respond in unison, "Canberra!" | The collective response fosters a sense of community and engagement, and the teacher praises the class for their participation. |

## References

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Hattie J (2021) *Visible Learning for Mathematics, Grades K-12*, Corwin.

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Missouri Schoolwide Positive Behavior Support (2018) https://pbismissouri.org/wp-content/uploads/2018/05/MO-SW-PBS-Tier-1-2018.pdf

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