

# Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



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Understanding the implementation of learning sciences within a Multi-tiered System of Support (MTSS) framework.

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Supporting schools to implement whole-school Multi-tiered System of Support frameworks for literacy and behaviour.

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**Bio:** Primary trained; 20 years experience in education; worked as a classroom teacher, interventionist, instructional coach and school leader.

I have an unwavering commitment to the provision of equitable, evidence-based education for *ALL* students.



# **Increasing Opportunities to Respond (OTR) to Support Student Engagement and Learning**



# Opportunities to Respond (OTR)

Instructional questions, gestures, or cues made by the teacher explicitly designed to elicit a student response

A platform for providing frequent **practice** opportunities

A platform for frequent **formative assessment** of understanding

A platform for providing **frequent** feedback



# Research on OTRs

- High rates of OTRs have been shown to be associated with improvements in student **engagement** and **academic outcomes**
- Research has shown that OTR rates at **3-5 per minute** of instruction, are generally predictive of student engagement and academic achievement
- However, research observed rates of OTRs in typical classrooms are well below 1 per minute of instruction

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## Examining the Effects of Teacher-Directed Opportunities to Respond on Student Outcomes: A Systematic Review of the Literature

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### Abstract

Research indicates that increasing teacher-directed opportunities to respond (TD-OTR) positively impacts student outcomes. Prior reviews of the empirical literature focused on outcomes for students with emotional behavioral disorders or on TD-OTRs as one of many classroom-management practices; however, prior reviews did not examine effects of TD-OTRs solely within the class-wide context. For the present review, we (a) examined class-wide TD-OTR research (i.e., screened a total of 527 unique abstracts and identified, reviewed, and coded 15 empirical studies); (b) summarized the effects of class-wide TD-OTRs on student behavioral and academic outcomes, including differential impacts by modality; and (c) described the rates of TD-OTRs documented in the literature. Results are consistent with prior reviews, supporting positive behavioral and academic student outcomes when class-wide TD-OTRs are increased, and extend the literature by identifying differential outcomes by modality and describing observed and desired rates of TD-OTR delivery.

**Keywords:** opportunity to respond (OTR), teacher-directed opportunities to respond (TD-OTR), review of literature, student academic achievement, student behavior

As the field of education continues to embrace inclusive learning environments, the need to support every student with a core

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# Opportunities to Respond (OTR)

What are the components of an OTR?

What are the different types of OTRs?

How do we deal with an error during an OTR?

When are OTRs most effective in the phases of learning?

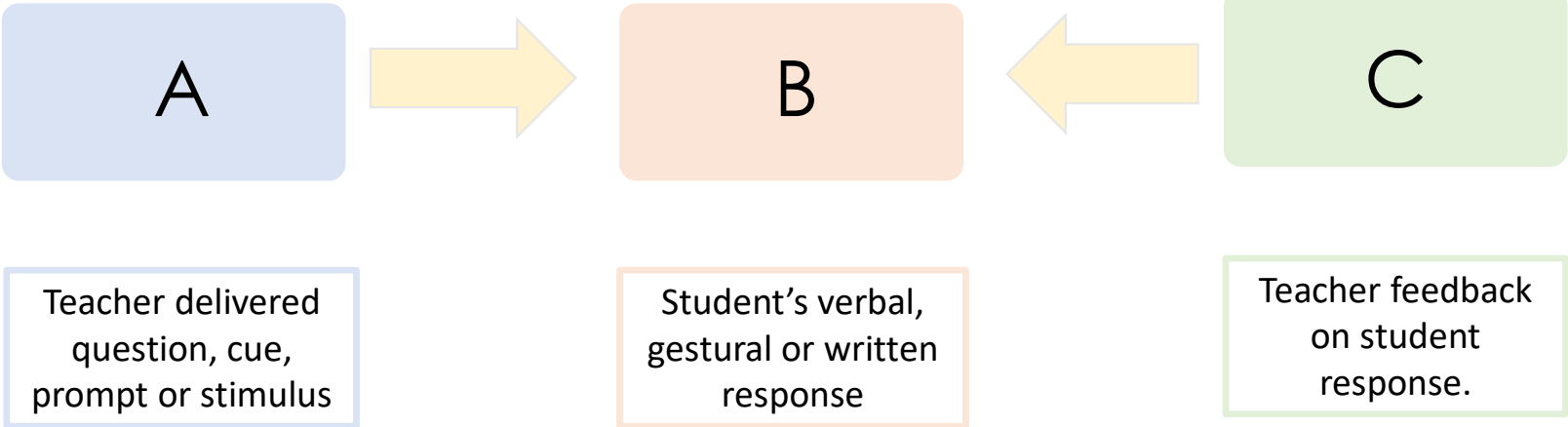
How to enhance OTRs in your classroom!



**What are the components of an OTR?**



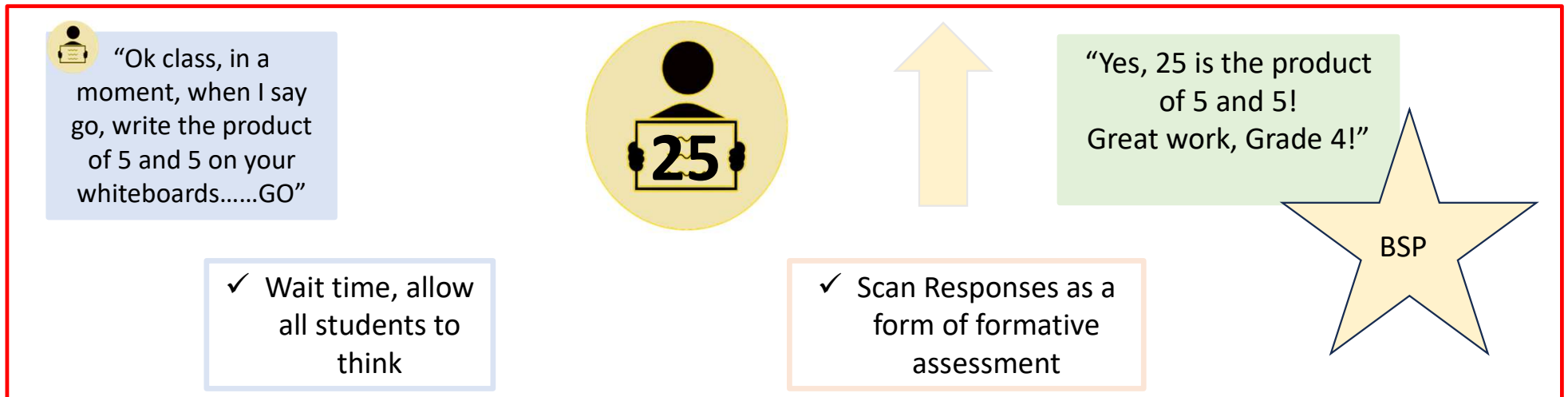
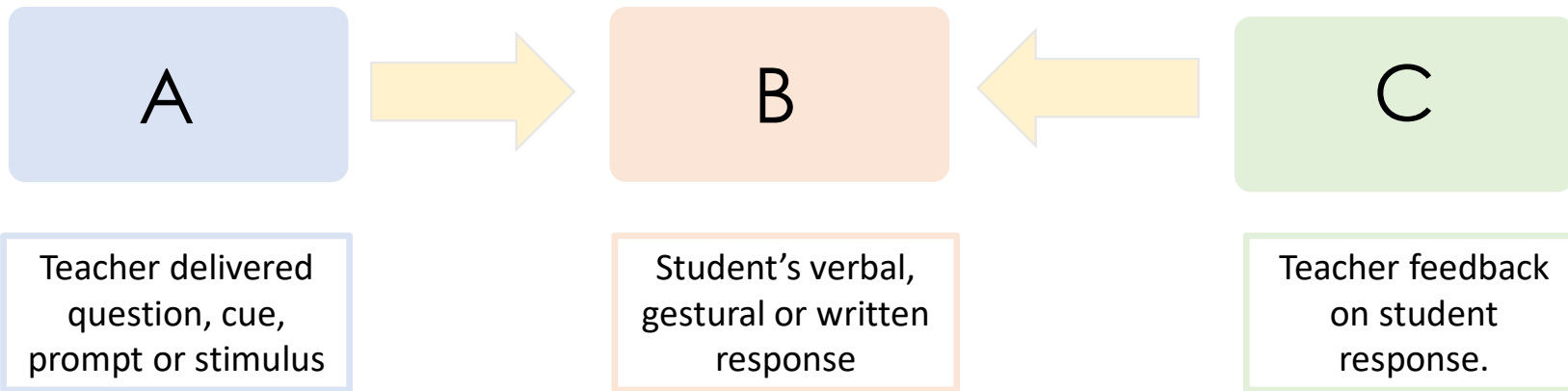
# Opportunities to Respond (OTR)



(see [Ferkis et al., 1997](#); [MacSuga-Gage & Simonsen, 2015](#)).



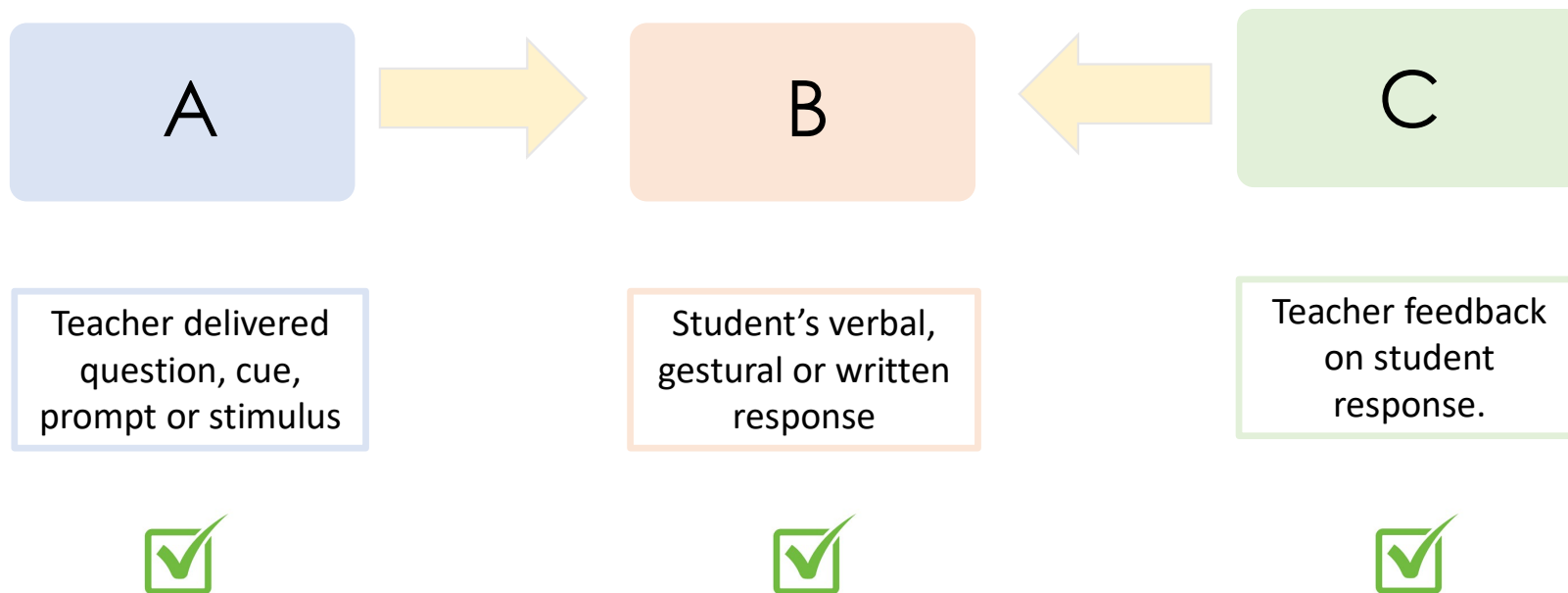
# Opportunities to Respond (OTR) - Example



# OTRs and Behaviour Specific Praise



# Opportunities to Respond (OTR)

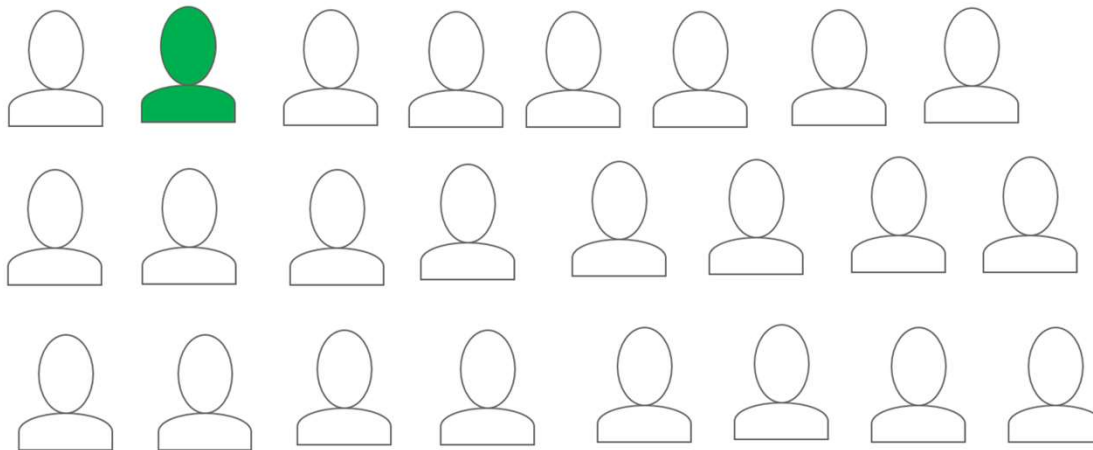


Effective OTRs contain **ALL** three elements!

**What are the different types of OTRs?**



# Individual Student OTR



- ✓ 1 student thinking
- ✓ 1 student practising
- ✓ 1 student accessing feedback
- ✓ The rest of the class are passive
- ✓ Only Checking the Understanding (CFU) of one student

# All Student OTR



- ✓ ALL students thinking
- ✓ ALL students practising and participating
- ✓ ALL students accessing feedback
- ✓ Check for Understanding/  
formative assessment of ALL  
students

# Types of OTR



WHITEBOARDS



COLD CALL



IN YOUR BOOK



TRUE/FALSE



TURN AND TALK



CHORAL RESPONSE



MULTIPLE CHOICE

# Choral/Verbal OTR

- ✓ Allows frequent practice with vocabulary and terminology
- ✓ Allows opportunities for reading fluency practice with a modelled example
- ✓ Practice with content



CHORAL RESPONSE

## Implementation Tips!

- A fluent and consistent routine is EVERYTHING!
- Ensure all students respond – use my turn/your turn if needed
- Use frequent praise to reinforce responding of all students
- Use a clear and consistent cue so that all students respond at the same time



## LEARNING OBJECTIVE

Today we are learning to understand how the author describes the setting of the text.



NOTE  
- Teacher reads  
- Choral reading



In the read-aloud, you heard: “Australia is a very **multicultural** country.”

**multicultural**

**mul ti cul tur al**



**Multicultural** means when a country, or a place has many different cultures living and working together.

# Choral/Non-Verbal OTR



## Implementation Tips!

- A fluent and consistent routine is EVERYTHING!
- Ensure all students respond at the same time using a clear and consistent cue – build tension using a slight pause!
- Use frequent praise to reinforce responding of all students

Which image shows something that is **possible** to happen at school?



# Discard or not?



# Written OTR



WHITEBOARDS



IN YOUR BOOK



## Implementation Tips!

- ❑ A fluent and consistent routine is EVERYTHING
- ❑ Use a consistent and clear cue to start writing.
- ❑ Countdown to “Chin it”, “Wipe it” and “Park it” –
  - Reinforce 2 students with behaviour specific praise
- ❑ Students should hold their whiteboard under their chin.
- ❑ Be seen scanning!
- ❑ Praise, check and fix!



CFU:  
What is being 'nurtured' in the  
image? Why?

## nurture

**Definition:** to care for and help the growth of something or someone

**Part of speech:** verb

**Example:** Gardeners must nurture their vines if they want them to produce good grapes.





$$\frac{2}{3} = \frac{\boxed{8}}{12}$$

$\times 4$

$\times 4$

$$\frac{4}{5} = \frac{8}{\boxed{\phantom{000}}}$$

$\times 2$

$\boxed{\phantom{000}}$



# Peer-to-Peer OTR



TURN AND TALK

- ✓ Supports oral language development. It enables students to frequently verbally express, rehearse and clarify their ideas.
- ✓ Allows students to hear their partners ideas and then build on their own knowledge.
- ✓ Allows students extra practice in a range of skills such as, oral sentence formation, academic vocabulary use, active listening and more!

# Peer-to-Peer OTR



TURN AND TALK

## Implementation Tips!

- Make it a predictable instructional routine
- Pre- assign partners based on student behaviour AND academic ability  
(change every 4-6weeks)
- Clarify which student speaks first (partner A/B) - be strategic here!
- Allow quiet think time before turn and talk (model thinking using a 'think aloud')
- Use sentence stems to teach and support oral language
- Have a clear and consistent cue to start
- Roam and provide reinforcement and corrective feedback on both engagement and answers
- Cold call students for their response at the end – keep students accountable for the work!



**fret**

**Why might a doctor fret about a patient?**





What is the **numerator**? What is the **denominator**?

	Fraction	Numerator	Denominator
a)	$\frac{6}{13}$	_____	_____
b)	$\frac{3}{10}$	_____	_____
c)	$\frac{7}{20}$	_____	_____

# Cold Call as an OTR



- ✓ Supports student voice & agency, and inclusion because all students are required and supported to share their ideas – we build a culture where everyone's ideas are valued
- ✓ Higher accountability for engagement and active participation – students know they may be called to share!

# Cold Call as an OTR



## Implementation Tips!

- Cold call is not supposed to put students on the spot – Always give students time to think, write and/or talk before any cold call.
- If a student doesn't know, go to another student AND then return.
- Provide a sentence stem to support student's oral language
- Use supports like my turn/your turn, visual prompts and cues
- Use a warm tone and language – statements over questions are best.
- Use a student's name at the end of the cold call, to ensure all students are thinking



Which image shows something that is **possible** to happen at school?





Have a look at this poster.

What is it trying to persuade you to do?





## Opportunities to Respond (OTRs)

1. Provide think time!
2. Have a sharp AND consistent routine for all your OTRs!
3. Have a clear cue for students to respond to!
4. Scaffold and provide prompts for students who need it!
5. Allow students an out but return!
6. Always provide feedback!

**How do we deal with error during an OTR?**



# OTR – Error Correction

A



B



C

“Ok class, in a moment, when I say go, write the product of 5 and 5 on your whiteboards.....GO”



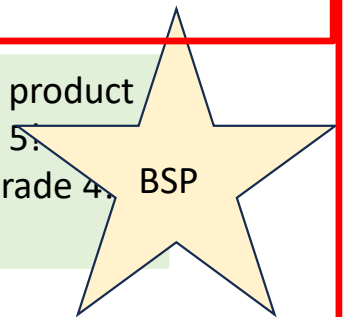
“That’s not it. You have calculated the **sum**. Remember, the **product** is the answer when we multiply.”

“let’s try that again, write the product of 5 and 5 on your whiteboard....Go”



“Yes, 25 is the product of 5 and 5.  
Great work, Grade 4.”

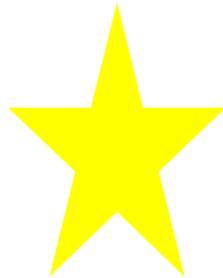
BSP





## 4 Step Error Correction Procedure as Feedback

1. Identify the error – be clear and neutral
2. Reteach or prompt the correct answer
3. Provide the student with another OTR
4. Use behaviour specific praise to positively reinforce the correct response



**When are OTRs most effective?**



# The Instructional Hierarchy

Novice

Expert



Acquisition

Fluency

Maintenance

Generalisation

**Goal**

Learn how to complete the skill accurately and repeatedly without assistance.

**Goal**

Maintain accuracy while increasing speed.

**Goal**

For students to sustain their accurate and fluent performance.

**Goal**

Able to use the skill across varying settings and contexts.

# The Instructional Hierarchy

## Acquisition

### Learner Response

- Makes frequent errors
- May not know 'when or why' something is wrong
- Can't discriminate between parts of the question/problem
- Need for extrinsic motivation
- Impacted by noise and distractions easily
- Frustration and avoidance!
- May be accurate but slow

## Fluency

### Learner Response

- Knows the difference between correct and incorrect
- Increasing accuracy and speed
- Correctly demonstrates skill/knowledge - *in context*
- Still need some extrinsic motivation
- Developing intrinsic motivation for the task

## Maintenance

### Learner Response

- Can complete the skill accurately and fluently under distraction
- Can complete the skill overtime and in the absence of practice
- Shows endurance for completion of the skill
- Engages in the skill 'for fun!'
- Minimal need for extrinsic motivation, is intrinsically motivated by the task itself

## Generalisation

### Learner Response

- Applies fluent skills to new contexts and situations
- Generates new ideas not taught
- Eager to be challenged
- Intrinsically motivated to use skill in novel ways
- Can start to be creative with the skill and push the boundaries of the skill

# The Instructional Hierarchy

Acquisition

Fluency

Maintenance

Generalisation

## Instructional Tactics

- Explicit Instruction
- Gradual release of responsibility
- Think alouds and modelling
- Examples and non-examples
- Lots of prompts and scaffolds
- **High dosage of opportunities to respond**
- Immediate Behaviour specific feedback/ corrective feedback

## Instructional

- High dosage of opportunities to respond
- Fade modelling and prompting
- Set learner goals for improved performance
- Prompt student self monitoring of their goals
- Delayed feedback
- General feedback 'great work' rather than

## Instructional Tactics

- Retrieval practice
- Spaced and Interleaved practice
- Sporadic general feedback 'great work'
- Start to teach for generalization and out of context application
- Feedback should be on how well the knowledge is applied

## Instructional Tactics

- Novel problem types
- Can include extra unnecessary information in tasks for learner to discriminate independently
- Inquiry and project-based learning
- Feedback is focused on student's flexible responses
- Support is faded



# How to enhance OTRs in your classroom?



# Enhancing OTRs

- ✓ Pre-plan your OTRs and something to prompt your use of them
- ✓ Be sure to vary your use of OTRs
- ✓ Teach and reteach routines to fluency – be as consistent with your language as possible. Whole-school routines are best!
- ✓ Self-monitor your implementation
- ✓ Be strategic about what OTR to use and when, particularly when introducing a new skill/understanding

## Maximising Practice and Feedback

Opportunities to Respond (OTRS)

OTR Type	Tally

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## Read more about OTRS Here

<https://rypple.org.au/opportunities-to-respond/>

[https://www.education.vic.gov.au/Documents/school/PCMS/SWPBS\\_PCMS\\_Placemats.pdf](https://www.education.vic.gov.au/Documents/school/PCMS/SWPBS_PCMS_Placemats.pdf)

## Read more about the Instructional Hierarchy Here:

[https://mtss4success.org/resource/instructional-](https://mtss4success.org/resource/instructional-hierarchy#:~:text=When%20assessing%20a%20student's%20need,used%20as%20a%20quick%20reference.)

[hierarchy#:~:text=When%20assessing%20a%20student's%20need,used%20as%20a%20quick%20reference.](https://mtss4success.org/resource/instructional-hierarchy#:~:text=When%20assessing%20a%20student's%20need,used%20as%20a%20quick%20reference.)

<https://www.interventioncentral.org/academic-interventions/general-academic/instructional-hierarchy-linking-stages-learning-effective-in>



**Thank you! Questions?**

