

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.



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



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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



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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

EDUCATION AND TREATMENT OF CHILDREN Vol. 36, No. 2, 2013
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 (OTR) positively impacts student outcomes. This review of the literature will determine the extent to which the practice of increasing behavioral OTRs in the classroom is associated with improvements in student outcomes. Researcher, peer reviews did not measure effects of OTRs using widely used OTRs measures (i.e., number of OTRs per minute) and did not include measures of student engagement and academic achievement. In addition, the majority of studies did not include measures of OTRs in the classroom. Results are consistent with prior research suggesting that OTRs are associated with positive student outcomes. OTRs are associated with positive student outcomes by increasing behavioral OTRs by modeling and describing observed and intended OTRs in the classroom.

Keywords: opportunities to respond (OTR), teacher-directed opportunities to respond (OTR), rates of OTRs, student academic achievement, student engagement

As the field of education continues to embrace inclusive learning environments, the need to support every student with a wide range of abilities and backgrounds is becoming increasingly important. One key strategy for supporting all students is to increase the number of opportunities to respond (OTRs) in the classroom. OTRs are moments when students are given the chance to share their thoughts, ideas, and knowledge. Research has shown that increasing OTRs is associated with positive student outcomes, including improved academic achievement and student engagement. However, many classrooms do not provide enough OTRs to support all students. This review of the literature will determine the extent to which the practice of increasing behavioral OTRs in the classroom is associated with improvements in student outcomes. Researcher, peer reviews did not measure effects of OTRs using widely used OTRs measures (i.e., number of OTRs per minute) and did not include measures of student engagement and academic achievement. In addition, the majority of studies did not include measures of OTRs in the classroom. Results are consistent with prior research suggesting that OTRs are associated with positive student outcomes. OTRs are associated with positive student outcomes by increasing behavioral OTRs by modeling and describing observed and intended OTRs in the classroom.

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(Gunter et al., 1998; Haydon et al., 2009; Kern & Clemens, 2007; MacFadyen & Simonsen, 2015; Parin et al., 2010; Scott et al., 2012; Sutherland et al., 2003)

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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!



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What are the components of an OTR?



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Opportunities to Respond (OTR)

A

→

B

←

C

Teacher delivered question, cue, prompt or stimulus

Student's verbal, gestural or written response

Teacher feedback on student response.

(see Farkis et al., 1997; MacSuga-Gage & Simmons, 2015)

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Opportunities to Respond (OTR) - Example

A

→

B

←

C


Teacher delivered question, cue, prompt or stimulus

Student's verbal, gestural or written response

Teacher feedback on student response.


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

✓ Wait time, allow all students to think



"Yes, 25 is the product of 5 and 5! Great work, Grade 4!"

✓ Scan Responses as a form of formative assessment



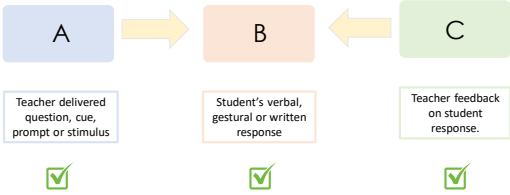
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OTRs and Behaviour Specific Praise



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Opportunities to Respond (OTR)



Effective OTRs contain **ALL** three elements!

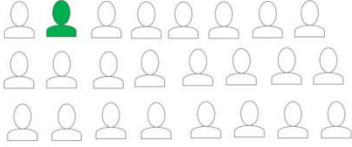
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What are the different types of OTRs?



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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

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All Student OTR




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

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Types of OTR

 WHITEBOARDS	 TURN AND TALK
 COLD CALL	 CHORAL RESPONSE
 IN YOUR BOOK	    MULTIPLE CHOICE
 TRUE/FALSE	

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Choral/Verbal OTR  CHORAL RESPONSE

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

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

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LEARNING OBJECTIVE  NOTE
Teacher reads
Choral reading

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

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Vocabulary 

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.



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Choral/Non-Verbal OTR

MULTIPLE CHOICE

TRUE/FALSE



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

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ADK

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

MULTIPLE CHOICE

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VOCABULARY

Discard or not?

TRUE/FALSE



❑



☑



☑



☑




❑





☑

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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!



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Grade 5 - VOCABULARY

nurture

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

Part of speech: verb

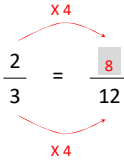
Example: Gardeners must nurture their vines if they want them to produce good grapes.

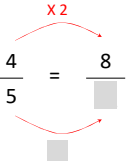


CIP: What is being 'nurtured' in the image? Why?


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GUIDED PRACTICE






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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!



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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!

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Grade 5 - VOCABULARY   **CR:**

fret

Why might a doctor fret about a patient?



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GUIDED PRACTICE

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

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

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Cold Call as an OTR

 COLD CALL

- ✓ 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!

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Cold Call as an OTR

 COLD CALL


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

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APK

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



Two yellow icons with a hand pointing to a speech bubble are located at the top right of the slide.

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Have a look at this poster.

What is it trying to persuade you to do?



Two yellow icons with a hand pointing to a speech bubble are located at the top right of the slide.


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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!**

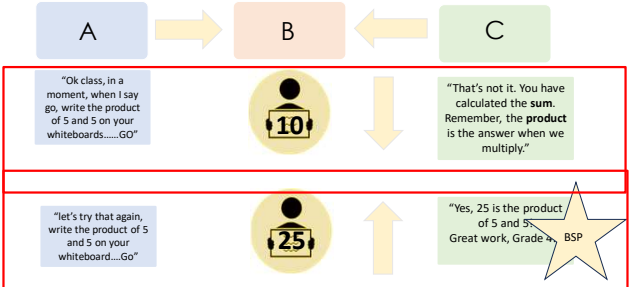
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How do we deal with error during an OTR?



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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**"

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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

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When are OTRs most effective?



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The Instructional Hierarchy

Novice → Expert

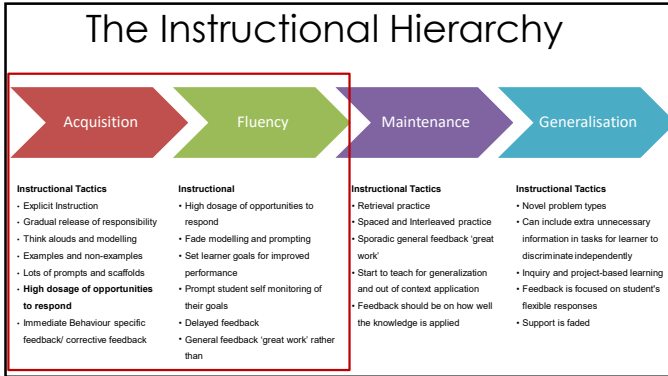
Acquisition	Fluency	Maintenance	Generalisation
<p>Goal Learn how to complete the skill accurately and repeatedly without assistance.</p>	<p>Goal Maintain accuracy while increasing speed.</p>	<p>Goal For students to sustain their accurate and fluent performance.</p>	<p>Goal Able to use the skill across varying settings and contexts.</p>

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The Instructional Hierarchy


Acquisition	Fluency	Maintenance	Generalisation
<p>Learner Response</p> <ul style="list-style-type: none"> • 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 	<p>Learner Response</p> <ul style="list-style-type: none"> • Knows the difference between correct and incorrect • Increasing accuracy and speed • Correctly demonstrates skill/knowledge - <i>in context</i> • Still need some extrinsic motivation • Developing intrinsic motivation for the task 	<p>Learner Response</p> <ul style="list-style-type: none"> • 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 	<p>Learner Response</p> <ul style="list-style-type: none"> • 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

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How to enhance OTRs in your classroom?



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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 you 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 OTIS Here

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

https://www.education.vic.gov.au/Documents/school/PCMS/SWPBS_PCMS_Placemats.pdf

Read more about the Instructional Hierarchy Here:

<https://mths4uaccess.org/resource/instructional-hierarchy/>

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



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Thank you! Questions?



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