**Opportunities to Respond (OTR)**

*Adapted from Ennis, Oakes & Lane, 2016*

**What is OTR?** (Lane, Menzies, Ennis, & Oakes, 2015):

A strategy for students to:

* review material, acquire skill fluency
* commit information to memory
* increase on-task behavior and reduce misbehavior

Allows for frequent opportunities, within a set time period, to respond to teacher questions or prompts about targeted academic materials

Best used when material or concepts have been taught

* Promotes student engagement as they practice the information or skill

**Verbal Responding:**

* Choral Response (Haydon et al., 2009)
* Every student answers question/prompt
* Questioning
* Think, Pair, Share
* Partners

**Non-Verbal Responding:**

* Signal
  + Thumbs up/down
* Response Card
  + Agree/Disagree, A/B/C/D, True/False
* Individual white boards
* Guided Notes
* Student Response Systems (Clickers; Blood & Gulchak, 2013)

**Why is ORT effective?**

Whole-group OTR allows teacher to quickly determine:

* students’ proficiency with the material
* if more practice is needed
* which students may require more intensive supports

Promotes fluency and automaticity, freeing students to tackle more complex concepts

Increases active participation, even during whole-group delivery

Feedback is rapid and matter-of-fact, which reduces the pressure of answering correctly: “Correct” or “That is not correct, the answer is X” (Haydon et al., 2010)

**Benefits** (Kounin, 1970; Lane, Menzies, Ennis, & Oakes, 2015; Sutherland & Wright, 2013; Walker & Severson, 1992):

* Instructional format that is efficient and engaging
* Facilitates participation of all students
* Review of material or concepts in promoting fluency and engagement
* Supports teachers in reaching levels of engagement for effective instruction – 75-80% academic engaged time
* Requires relatively little preparation and can be used for a variety of lessons across all grade levels

**Challenges:**

* Teacher’s adjustment to the rapid pacing
* Preparation of sufficient number or prompts or questions as part of lesson planning
* Monitoring student performance and adjusting level of difficulty for successful practice

**Research:**

* Effectiveness demonstrated from preschool (Godfrey et al., 2003) to middle school (Haydon & Hunter, 2011)
* Increasing participation in elementary and secondary classrooms (Haydon & Hunter, 2011; Maheady et al., 2002; Narayan et al., 1990; Wood et al., 2009)
* Decreasing disruptive behavior in elementary classrooms (Haydon et al., 2010; Haydon et al., 2009)
* Improving academic outcomes for students with emotional and behavioral disorders (Sutherland et al., 2003)