



Opportunities to Respond: Choral Response

Description

Opportunities to Respond (OTR) gives students frequent opportunities to answer prompts or questions and increases student engagement. Choral response is one way to ensure frequent opportunities to respond when you have questions with one short correct answer. Increasing OTRs has been shown to improve on-task behavior and student engagement in learning (Lane, K.L., et al., 2015). Using choral response is easy to implement into your daily instruction.

Implementation Tips

Before Instruction:

- **Get your CUE:** Choral responding requires that you have all students answer together so you will need a cue or signal to let them know when to answer. There are three types of signals.

STUDENTS ARE LOOKING AT	Use this Signal
Book/Screen /Paper	Audible: Snap, Tap, or Clap
You	Hand drop
Board or Screen	Point/Touch and Tap (point to visual/tap for response)

- **Teach your Students:** Teach your students how to answer on signal in isolation before you start using choral responding in a lesson.
- **Plan your Questions:** Before each lesson determine your questions or prompts. The questions must have one correct short answer.

During Instruction:

Group: Use group responses for questions that have one correct short answer.

- **Prompt:** State the prompt/question.
- **Pause:** Give wait time for students to process the prompt.
- **Signal:** Use the appropriate cue and ensure all students are answering or responding to the signal together. Praise when they do 😊
- **Provide Feedback:** Watch how students respond and provide feedback.
 - If everyone answers correctly, verify by repeating the correct answer.
 - If there is an error, stop and model the correct answer.
 - Give the prompt again and have students practice correctly.

Individual Turns: Give individual turns to students who need additional practice.

- **Say:** Time for Individual Turns
- **Prompt:** Give the oral or visual prompt. (i.e. ask the question).
- **Pause:** This allows children time to process and think (2 to 3 seconds).
- **Call on Student:** Say the student's name after the prompt to keep all students engaged.
- **Provide Feedback:** If correct, verify by repeating the correct answer. If there is an error, stop and model the correct answer and then have everyone respond chorally.

Resources

- Demonstration Video: <https://www.Vidoeyoutube.com/watch?v=eKkROEpvrCM>
- Iris Center Opportunities to Respond: [https://iris.peabody.vanderbilt.edu/module/bi2-
elem/cresource/q1/p06/](https://iris.peabody.vanderbilt.edu/module/bi2-
elem/cresource/q1/p06/)
- MO Edu-SAIL Lesson on Opportunities to Respond: <https://tinyurl.com/zerhwxw6>

Reference

Archer, A. L. & Hughes C. A. (2011). Explicit instruction: Effective and efficient teaching. In What Works for Special-Needs Learners. K. R. Harris & S. Graham (Eds.). New York, (pages 133-139).