



## Promoting Student Engagement through Opportunities to Respond

### Description

Teachers can increase student engagement by providing frequent opportunities to respond (OTRs) to questions during instruction. Rather than asking individual students to respond to questions, teachers can ask questions that foster group verbal and non-verbal responses. OTRs are best used when students are first acquiring content knowledge to check for understanding or as a maintenance activity for review. Feedback must be given following students' responses. Using teacher-directed OTRs is an effective strategy to increase academic achievement and appropriate behavior in the classroom (MacSuga-Gage, A. & Simonsen, B., 2015). By utilizing OTRs, teachers can quickly assess student learning to determine if content needs to be retaught or if students need more opportunities to practice and build fluency.

### Implementation Tips

1. Identify different types of response methods and teach students the procedure for answering that can be used throughout the year.
2. As you are planning your lesson, create questions that can be answered with a group response. Be sure to plan to include them frequently.
3. Determine the method for asking the questions (verbal, visual, game, etc.).
4. Choose how students will respond: choral responding, visuals (dry erase board, colored cards), physical, physical (thumbs up, media game), etc.
5. During the lesson, ask questions frequently (3 per minute to keep students engaged).
6. Include questions for individual students particularly those who need extra support.
7. Provide affirmative and corrective feedback when students respond.
8. Make instructional decisions concerning reteaching or additional support for individual students based on student response.

### Resources

[Iris Center Opportunities to Respond](#) provides resources for implementing opportunities to respond in the classroom.

[Wisconsin RtI Center](#) provides a short video with key features of using OTRs effectively

### References

Iris Center. Page 6: Opportunities to respond. Retrieved 2023, December 10

<https://iris.peabody.vanderbilt.edu/module/bi2-elem/cresource/q1/p06/>

MacSuga-Gage, A.S., & Simonsen, B. (2015). Examining the effects of teacher-directed opportunities to respond on student outcomes: A systematic review of the literature. *Education and Treatment of Children*, 38(2), 211-240.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2019). *High leverage practices for inclusive class-rooms*. New York, NY: Routledge.