

## Opportunities to Respond Case Example

**Student:** Tony

**Grade:** 6<sup>th</sup>

**Presenting Problems:** Off-task

**Intervention:** Opportunities to Respond

### Background

Whenever the teacher is giving a whole class math lesson, Tony is usually off-task. He is either zoning out, trying to distract his peers, or sleeping. His teacher would like to increase his engagement during this time, so she has decided to use Opportunities to Respond as an intervention. She thinks that this will not only help Tony but also her whole class.

### Getting Started

#### Identify areas or periods that are difficult to maintain student engagement

The teacher has noticed that Tony really struggles whenever she is teaching a new concept during a whole class math lesson.

#### Select a method for student responding that will be appropriate

The teacher decides that she would like to get a better read on whether Tony and the rest of the students are grasping new concepts. She has decided to hang a poster in her classroom that has 4 hand signals and what each of them mean. Throughout the lesson, she will have students rate themselves 1-4 on whether they understand the material using the 4 hand signals. Once it is time for practice problems, she is going to use whiteboards. She is also going to ask Tony attention check questions throughout the lesson.

### Implementation

#### Provide clear expectations for the activity to the students

##### Sample Script

Teacher: *Hi class. I have noticed lately during our math lessons that I am having a hard time gauging whether you are understanding the material. I am going to try a few strategies today to help me get a better read on how everyone is feeling about the material. If you notice on this poster, it has some hand signals. 4 fingers mean: "I understand well and can help a peer. 3 fingers mean: "I understand." 2 fingers mean: "I think I understand but have a question." 1 finger means: "I need help." Throughout the lesson, I am going to ask you to rate yourself and how you feel about the material. I want you to be honest. I can't help you if I don't know how you are feeling. It will also show me whether I might need to explain something*



*differently. Also, when I ask you to show me how you feel, I want you to respect how others are feeling.*

Throughout the lesson, the teacher uses the 1-4 strategy. After the whole class instruction, the teacher introduces the whiteboard activity to the students.

*Ok students, now we are going to work on some practice problems. I am going to write out some of our math problems on the board, and I want each of you to write out the answer on your whiteboards. Once you have your answer, I want you to wait until I say, "Show me your answer" and then I want you to raise your whiteboard above your head so I can see your answer. Before I pass out the whiteboards, there are some rules to using the whiteboards. First, we are not allowed to draw on the whiteboards, they are only for writing out the answers to the math problems. Second, we must treat our whiteboards and markers with care. If I see you mishandling either one, you may lose your whiteboard privileges.*

*Teacher: Tony, what is the first thing we need to remember when using the whiteboards?*

*Tony: We don't hold them up until you say "Show me your answer".*

*Teacher: That's correct! Sara, what are the other rules for using the whiteboards?*

*Sara: We can't draw on the boards and we have to take care of the markers.*

*Teacher: Correct!*

### **Begin teaching and eliciting responses**

The teacher begins to use the whiteboards during math class, providing praise to those who are following the rules and/or getting correct answers.

*Teacher: Nice job Carter! I really like how you set your whiteboard gently down on your desk there. You are taking good care of the materials.*

*Teacher: Lily, you are drawing on your whiteboard between answers. That is against one of the rules.*