

Opportunities to Respond Action Plan

This document provides classroom teachers with a structure for developing an action plan designed to increase their opportunities to respond (OTRs). It is based off of the work of Haydon et. al (2012).

Directions

Respond to the questions under each heading to develop your plan, monitor progress, and adjust supports as indicated by your data.

Present Level of Performance

Who will collect data?

- I will collect my own data.
- I will ask _____ to collect data.

How will data be collected?

- Tally
- Counter
- Other: _____

When will data be collected?

-

What is your current rate of OTRs? (#/min = rate)

- Day 1: _____
- Day 2: _____
- Day 3: _____
- Day 4: _____
- Day 5: _____

Develop a Plan to Increase OTRs

What is your goal rate of OTRs?

- My current average OTR per minute is _____ across 5 samples of data collection.

- My goal is to increase my use of OTRs to an average of _____ OTRs per minute across 5 sampled opportunities.

What types of OTRs will you increase?

- Individual Responses (list specific examples):

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-
-

- Unison Responses (list specific examples):

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-
-

What steps will you take and when?

- List specific changes to instruction:

-
-
-

- List specific changes to additional activities:

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-
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- List specific changes to self-delivered reinforcement (e.g., what will you do when you meet your goal?)

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-
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Implement Plan, Monitor Progress, and Adjust Supports

This portion of the plan is completed after you begin implementing the plan.

What is your current rate of OTRs? (#/min = rate)

- Day 1: _____
- Day 2: _____
- Day 3: _____
- Day 4: _____
- Day 5: _____

Do you need to adjust supports?

- Yes: List specific adjustments to supports needed to meet your goal.
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 -
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- No: Continue to implement your plan.

Fidelity Check

Step	Completed? (Y or N)	Comments
1. Identify the subject area you are targeting to increase OTRs		
2. Prepare a list of questions, prompts, or cues related to the upcoming lessons		
3. Determine how students will respond (e.g., individual responses or unison responses) and what materials are needed if any (e.g.)		
4. Conduct the lesson and record your OTRs		
5. Graph your OTR data daily and compare to your goal		

References

Haydon, T., Simonsen, B., & Hawkins, R.O. (2012). Opportunities to respond: A key component of effective instruction. *Beyond Behavior*, 22(1), 23-31.

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