# OTISS NEWSLETTER

Curated news and resources for implementing the Oklahoma Tiered Intervention System of Support (OTISS)

## IMPLEMENTATION RESOURCES

### OTISS Implementation Guide

Start your implementation process by assessing your site's readiness, prioritizing areas of focus, and implementing the core components of a tiered system, by using the OTISS Implementation Guide. Click here to get started!

### SPDG Webinar Series

Join the SPDG team for monthly webinar sessions for tiered system implementation and technical guidance. The first webinar, *Establishing a Schoolwide Positive Behavior Intervention Support (PBIS) System: Part 1,* will be on December 13th from 1:00-2:00pm. Register here.

### Questions and Suggestions?

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# Welcome!

The Oklahoma State Personnel Development Grant (SPDG) team appreciates your interest in the implementation of the Oklahoma Tiered Intervention System of Supports (OTISS). OTISS is Oklahoma's intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. It is a schoolwide system that is implemented to improve instructional quality, delivery, and efficiency.

Each month, the SPDG team at the Oklahoma State Department of Education will curate information relevant to the implementation of high-quality first instruction, intensified instruction to meet the needs of struggling learners, behavioral supports, and opportunities for further professional learning. Please note, this document contains hyperlinks for ease of use.

If you would like more information or resources for a specific topic, please reach out to a member of our team!

Thank you!

-SPDG Leadership Team

# From the Research:
## Opportunities to Respond (OTR) Instructional Strategy

Classroom engagement is essential to effective core instruction for all students and in all subject areas. Students are less likely to cause disruption or engage in off-task behavior when instruction is engaging and appropriately challenging (Alberto & Troutman, 2013).

Opportunities to Respond (OTR) is an instructional strategy that allows all students to respond and interact with instructional content, with a focus on instructional pacing of at least 3 student opportunities to respond per minute. There are three types of OTR:
1. Choral- students respond in unison
2. Individual- teacher calls on individual students, but maintains pace of 3 OTR per minute
3. Mixed- combination of choral and individual

While all three formats improve student engagement, studies have shown that choral responding may be the most effective form (Haydon & Hunter, 2011). Further, choral OTR is also designed to reduce student anxiety and improve the likelihood of correct responding.

**Before using choral responding, create classroom routines for how students will respond.

To see choral responding in action, watch the video below of Anita Archer. For more information, please refer to the references below.

Alberto, P., & Troutman, A.C. (2013). *Applied Behavior Analysis for Teachers*. Boston, MA: Pearson.

Haydon, T., & Hunter, W. (2011). The effects of two types of teacher questioning on teacher behavior and student performance: A case study. *Education and Treatment of Children, 34,* 229-245.

Menzies, H. M., Lane, K. L.,Oakes, W. P., & Ennis, R. P. (2017). Increasing students' opportunities to respond: A strategy for supporting engagement. *Intervention in School and Clinic, 52*(4), 204-209.

## Opportunities



An Oklahoma affiliate of The Reading League is in the works & we'd love for you to participate!

The purpose: To advance awareness, understanding & use of evidence-based practices in reading.

Interested? Fill out this simple form: bit.ly/ReadingLeague