



## Goal Setting: Increasing Opportunities to Respond

Now that you are ready to incorporate strategies to increase your use of OTRs, set a goal to help determine whether or not the strategy produces the results you want. Try to set goals that are achievable. We've provided a sample goal sheet below to serve as a guide.

### Goal:

During  I will provide  opportunities to respond per minute with an overall of  % accuracy.

### Simple Data <sup>(1)</sup>

Start time	End time: Total minutes:
OTRs (# provided)	Correct response (# correct)
Total OTR: _____ Total OTR ÷ # of minutes: _____ <i>responses per minute</i> <small>*4-6 per minute is ideal for new material, higher rates for review material.</small>	Total correct responses: _____ Correct responses ÷ total responses: _____ <i>% accuracy</i> <small>*100% accurate? Consider increasing the rigor of questions.            *Below 80%? Consider reviewing materials with the students.</small>

### Helpful tips:

- **Check the time** — use a watch, classroom clock, etc.
- **Provide behavior-specific praise to students for trying and being attentive to questions during class.**

**Did I meet my goal?**      Yes      No

**Did the strategy ensure that all students received OTRs?**

If YES, what went well?

If NO, what were the challenges?

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How will I change my goal next time?	
Increase goal	Stay the same

### [1] Using Simple Data

Before class, determine your goal and write it on your goal sheet. Write in the time you want to begin and what time you want to end. Ten to 20 minutes should be sufficient to capture your rate and accuracy of opportunities to respond. Use the space provided to tally your OTRs and the correct responses during the allotted time.

Divide total responses by the number of minutes to find your rate of responses per minute. Then, divide correct responses by total responses to find students' percent of accuracy. Space is provided on the goal sheet to work or take notes. Finally, determine if you've met your goal.

#### **If you met your goal**

*Congratulations! Reward yourself with some behavior-specific praise and keep it up! Consider increasing your goal.*

#### **If you did not meet your goal**

*Reflect on any challenges that you faced. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p>“ Most students in the classroom respond incorrectly to questions.</p>	<p>Provide additional instruction or review the material. Consider whether the instructional level is appropriate for students in your classroom.</p>
<p>“ When using names on sticks, students become off-task once their names have been called/pulled from the cup because they know they will not be called on again.</p>	<p>Start putting the sticks back in the cup after calling on students. If you would like to still keep track of who has been called on, you can:</p> <ol style="list-style-type: none"> <li>1. Color one end of each stick before class. When you pull the stick, flip it, and place it back in the cup once the student has been called on. That way, you can discretely ensure each student will be called.</li> <li>2. Have two cups, one with students who have been called on and the other with students who have not. Randomly alternate which cup you choose from.</li> </ol>
<p>“ Some students repeatedly answer questions incorrectly.</p>	<p>Consider working with the students individually or in smaller groups. Alternatively, if you call on a student who does not know the correct answer, call on another student to help out. Come back to the first student called on to now repeat the correct answer.</p>