



# Engaging Learners in Instruction

## Tier 1 Classroom SEB Supports

Universal 2025-26

[mimtsstac.org](http://mimtsstac.org)

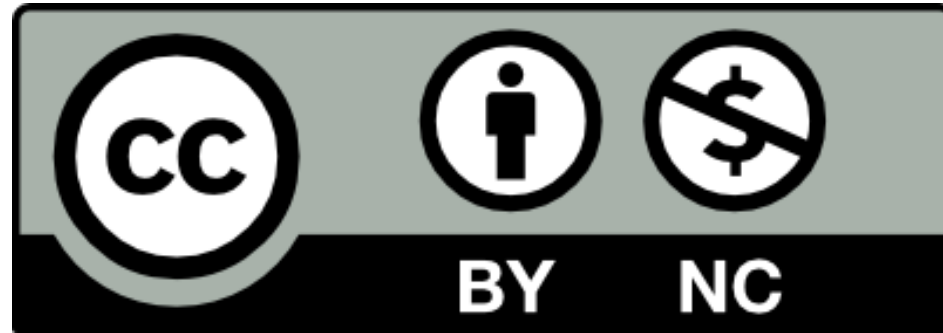


# Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Dr. Anita Archer

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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Intended Outcomes

- Explore ways to increase active engagement in the classroom
- Understand and prepare for offering instructional choice

# Classroom SEBH Supports Components

## Social Emotional Behavioral Health (SEBH) Supports

Environment

**Instruction**

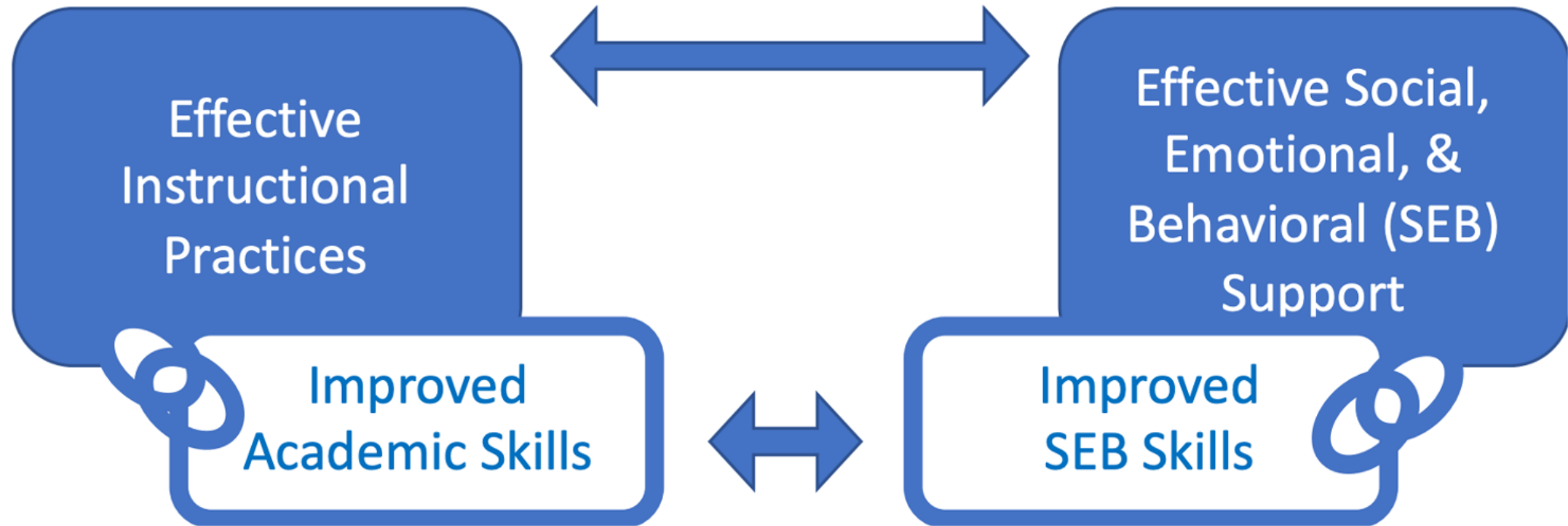
Reinforcing

- Supportive Relationships
- Expectations and Routines
- Physical Environments
- **Engaging Instruction**
- Teaching SEBH Skills
- Regulation for Students and Staff
- Understanding Behavior
- Acknowledging Expected Behavior
- Responding to interfering Behavior

# Getting Organized

- Resource Guide Walkthrough
- Classroom SEBH and Instructional Practices Checklist

# Effective Instruction as a Protective Factor for Wellness



(Simonsen, et.al., 2021)

# Engaging Instruction

- Explicit Instruction
- Build Background Knowledge
- **Increase Opportunities to Respond**
- Provide Performance Feedback



(Chaparro, Nese, & McIntosh, 2015)

# Opportunities to Respond and Engage

- Increases active participation
- Allows the teacher to quickly assess proficiency
- Increases on-task behavior
- Reduces behaviors that interfere with learning
- Promotes academic achievement
- Aligns with culturally-responsive teaching

# What is an Opportunity to Respond (OTR)?

- An OTR occurs when a teacher presents an instructional question, statement, gesture, or directive that promotes a detectable student response
- The student's response can be **saying, writing, or doing**
- Examples:
  - Partner share
  - Choral response
  - Guided notes
  - Response cards
  - White Board
  - Thumbs Up/Thumbs Down

# OTRs in Elementary

<https://www.youtube.com/watch?v=kVVmLog97nE>

1<sup>st</sup> Grade ECRI Morning Routine

# OTRs in Secondary

<http://www.explicitinstruction.org>

Anita Archer – 8<sup>th</sup> Grade Social Studies

# Implementation

1. **Identify** the instructional goal
2. **Prepare** a list of questions and potential responses
3. **Teach** students how to respond
4. **Ask** a question, wait for a response, view the response, provide feedback, repeat
5. **Provide opportunities** for reflecting on learning



# Activity 1

## Small Group Share:

1. If you already use OTRs, are there steps for implementation (previous slide) that you could strengthen?
2. Which OTRs do you already use?
3. Which OTRs would you like to use more often?
4. Is there a certain subject or type of lesson that would be best for initially increasing OTRs?

# Instructional Choice

- 2+ options for how to engage in classroom activities
- Increases student agency, promotes engagement, reduces interfering behavior
- Promotes self-determination, positive behavioral development, and academic success
- Choices reflect and support the diverse experiences of all students

(Ennis et al., 2018; Ennis et al., 2020; Ennis et al., 2021, The IRIS Center, Peabody College, Vanderbilt University, 2025)

# Implementation

1. Prepare Your Choices
2. Integrate and Present
3. Facilitate and Deliver
4. Gather Feedback

(Institute of Education Sciences, 2024)

# Instructional Choice: Examples

<b>Across-Activity Choices</b>	<b>Within-Activity Choices</b>
<p><u>Differentiation of Product:</u> Written Paper, Oral Presentation, YouTube Video Think-Tac-Toe Boards</p>	<p><u>Differentiation of Materials:</u> Crayons or Markers? Pencil or Pen? Paper and pencil or Computer?</p>
<p><u>Order of Completion:</u> Which activity would you like to do first? Select a learning center Create a schedule for the day</p>	<p><u>Differentiation for Work Completion:</u> Select 3 out of 5 problems Choose Even or Odd problems Work independently or with a partner?</p>

# Activity 2

## Scenario:

Lately, there has been an increase in interfering behaviors during writing time. The upcoming assignment is on including dialogue in your text.

*How could you use instructional choice to support work completion and a reduction of behaviors?*

Across-Activity Choices	Within-Activity Choices
<u>Differentiation of Product:</u> Written Paper, Oral Presentation, YouTube Video Think-Tac-Toe Boards	<u>Differentiation of Materials:</u> Crayons or Markers? Pencil or Pen? Paper and pencil or Computer?
<u>Order of Completion:</u> Which activity would you like to do first? Select a learning center Create a schedule for the day	<u>Differentiation for Work Completion:</u> Select 3 out of 5 problems Choose Even or Odd problems Work independently or with a partner?

# Activity 3

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for OTRs and Instructional Choice in an upcoming lesson

## Opportunities to Respond

1. **Identify** the instructional goal
2. **Prepare** a list of questions and potential responses
3. **Teach** students how to respond
4. **Ask** a question, wait for a response, view the response, provide feedback, repeat
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## Instructional Choice

1. Prepare Your Choices
2. Integrate and Present
3. Facilitate and Deliver
4. Gather Feedback

**Coaches/Administrators:** What can you do to support teachers in improving and monitoring opportunities to respond and instructional choice?

# References

- Center on PBIS. (2022). *Supporting and Responding to Student's Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators* (Version 2). Center on PBIS, University of Oregon. [www.pbis.org](http://www.pbis.org).
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