

A COMPARISON OF THREE OPPORTUNITIES TO RESPOND STRATEGIES ACROSS  
STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN HIGH SCHOOL  
CLASSROOMS

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ABSTRACT

A single subject alternating treatment design across three teacher-student dyads was used to investigate the comparative impact on student academic engaged time (AET) of three common opportunities to respond (OTR) interventions, a) guided notes, b) class-wide peer tutoring, and c) response cards. Subjects were three students with Emotional/Behavioral Disorders (EBD) who displayed both failing academic performance and high rates of problem behavior. All selected dyads were within a high school math class. Results indicated all OTR interventions were effective in improving percentage of AET and related academic outcomes. Using visual analysis and an additional replication phase, response cards proved to be the most efficacious in improving student outcomes. Implications for future research and practice within high school are discussed.