Choral Responding

Can be used with any curriculum content that meets three criteria. Each question . .

1. has only one **correct answer**.
2. can be answered with a **brief response**.
3. is suitable for **lively-paced presentation**.
The recommendation to conduct choral responding at a lively pace is supported by research showing that when teachers present items to students with short intertrial intervals (e.g., 1-2 sec), students . .

- emit many more responses compared to lessons with longer intertrial intervals (e.g., 5 sec)
- respond with higher accuracy
- engage in less off-task, self-stimulatory, and disruptive behavior

Choral responding & students with autism


Preparing students with ASD for group instruction

Skills needed

- hand raising
- signals
- response formats
- turn taking
- unison responding
How To Do It: Choral Responding

✓ Good Noise! Using Choral Responding to Improve the Effectiveness of Group Instruction
Response Cards

Cards, signs, or other items all students in the class hold up simultaneously to display their responses to questions or problems presented by the teacher.
Two Basic Kinds

Pre-printed Response Cards – Students select from a set of choices the card with the answer they wish to display.

Write-on Response Cards – Students mark or write their answers on blank cards that are erased between learning trials.
Write-on Response Cards
Researchers comparing RC to having individual students respond have reported that RC result in:

- many more responses by students during the lesson
- higher quiz/test scores
- reductions in off-task or disruptive behavior
- student preference for RC


Saturday, March 15, 2014
RC & students with ASD and other disabilities


How To Do It: Response Cards

- Everyone Participates in This Class: Using Response Cards to Increase Active Student Response
- How to Get Your Own Set of Write-On Response Cards
- Designing a Lesson that Uses Choral Responding and/or Response Cards
The MotivAider™ provides a gentle vibrating signal at regular or variable intervals programmed by the user.

(Photo © 2005, Behavioral Dynamics, Inc.)
Self-monitoring by students with autism


Form used by elementary students to self-monitor followed directions during independent seat work. (Lo, 2003)
How To Do It:
Self-Monitoring
Interact with Peers Appropriately
Collaborative Learning Groups

- Putting students in groups to work together on learning tasks can be effective.
- Cooperative learning groups often fail because:
  - unclear expectations for students
  - few active student responses (ASR) directly related to targeted learning outcomes
  - no systematic consequences for group members for participating and/or producing a product
  - too much down time and off-task behavior
Classwide Peer Tutoring
Four Evidence-Based CWPT Models*

- Juniper Gardens Children’s Center - University of Kansas (Greenwood, Delquadri, & Carta, 1997)
- Peer Assisted Learning Strategies (Pals) - Vanderbilt University (Fuchs, Fuchs, Mathes, & Simmons, 1996)
- Classwide Student Tutoring Teams - SUNY at Fredonia (Maheady, Sacca, & Harper, 1987)
- The OSU CWPT Model - The Ohio State University (Heward, Heron, & Cooke, 1982).

Common Elements of CWPT

- Clearly defined learning objectives
- Individualized content/items.
- High rates of active student responding (ASR)
- Praise for correct responses
- Systematic error correction
- Direct and frequent measurement of student performance
CWPT: The OSU Model

Source: Exceptional Children: An Introduction to Special Education (9th ed.) by W. L. Heward. © 2009 by Merrill/Pearson Education.
How To Do It:
Peer Tutoring Handout
To learn more about . . .

ABA  ABA in Education

Applied Behavior Analysis, 2nd ed.  Focus on Behavior Analysis in Education
Cooper, Heron, & Heward (2007)  Heward, Heron, Neef et al. (2005)
More information about evidence-based practices in special education...

Thank you!

Questions and requests for more info may be emailed to:

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