OPPORTUNITES TO RESPOND

Treatment Integrity Checklist

Student: _____ Date: _____

☐ Primary Observer: _____ Setting: _____

☐ Secondary Observer: _____ Lesson: _____

Start time: _____ End time: _____ Total time: _____

Notes: _____

_____

0 = *not in place*, 1 = *partially in place*, 2 = *completely in place*

	Mon	Tues	Wed	Thurs	Fri	Component Total (row)	Percent (total ÷ 10[a] × 100)
1. Did I identify the instructional objective?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
2. Did I prepare a list of questions/prompts in advance?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
3. Did I choose an appropriate presentation format?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
4. Did I decide on how students will respond and prepare accordingly?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
5. Did I explain to students how to respond to the questions/prompts?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
6. Did I reach a presentation rate of at least three OTR per minute?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
7. Did I respond to student answers with evaluative and encouraging feedback?	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
8. Did I offer the students an opportunity to give feedback?* *Step 8 does not need to be done daily, but occasionally	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Daily Total (column)							
Percent (total ÷ 16[b] × 100)	%	%	%	%	%		

[a]10 and [b]16 is the *total possible* as designed, but reduce this number to match applicable number of items and days

Adapted from Lane, K. L., Menzies, H. M, Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies.* New York, NY: Guilford Press. (figure 2.2, p. 34)