

*Intervention Name: Response Cards**Brief Description:*

Students receive immediate corrective feedback after the information has been provided during whole group instruction. Students respond to questions by holding up cards, rather than waiting to be called on individually.

What “common problems” does this address?

Response cards aid in improving students’ accuracy by increasing the amount of immediate corrective feedback they receive. Response cards also increase students’ opportunities to actively respond during instruction. May also be used as a behavioral intervention when an appropriate behavior results in a loss of reinforcement.

Procedures:

1. Train students in the use of their response cards.
 - a. “Jot Down Your Answers” – Students write their answers.
 - b. “Cards Up” – Students raise response cards above their heads, facing teacher.
 - c. “Cards Down” – Students place response cards face down.
2. After new material has been introduced in instruction, ask questions related to the material and prompt students to write their responses on their cards.
3. When all responses have been recorded on a response card, prompt students as a class to hold their response cards above their heads.
4. Provide praise and/or corrective feedback for student responses.
 - a. Use Positive Responding – If all answers are correct, provide praise to the class. If some answers are correct, praise the correct response.
5. Interchange questions that are review with questions that relate to new material.

Critical Components that must be implemented for intervention to be successful:

Train students in the use of response cards. Response cards should not be displayed for the entire class (cards face teacher and are placed face down). Use this approach after new material has been introduced. Provide praise of the correct response, not individual students

Critical Assumptions/Problem-Solving Questions to be Asked:

It is assumed that the intervention is used in the regular education classroom and that the student has a basic level of acquisition of the skill. The student, therefore, lacks consistent accuracy and fluency with the target skill. Poor performance may be due to an academic or behavioral deficit.

Materials:

- Laminated File Folder Halves
- Dry Erase Markers
- Felt Material Squares (Erasers)
- Cards with Pre-Printed Responses (depending on task and instructional level)

References

- Christie, C.A., & Schuster, J.W. (2003). The effects of using response cards on student participation, academic achievement, and on-task behavior during whole-class, math instruction. *Journal of Behavioral Education, 12*, 147-165.
- Gardner, R., Heward, W. & Grosi, T. (1994). Effects of response cards on student participation and academic achievement: A systematic replication with inner-city students during whole-class science instruction. *Journal of Applied Behavioral Analysis, 27*, 63-71.