

Response Cards and Disabilities

Response cards are cards that each student in a classroom uses individually to respond to all questions asked by the teacher. When held up by the students, the teacher can quickly assess the answers to see if the students are grasping the concepts in a lesson which help to determine whether or not the students need more instruction.

Grade Levels

Pre-K- High education

Population

- Emotional/Behavioral Disorder
- Attention Deficit Hyperactivity Disorder
- Learning disabilities
- ELL

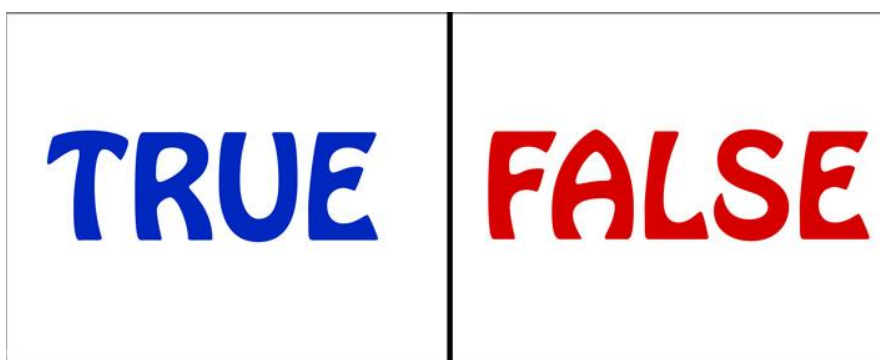
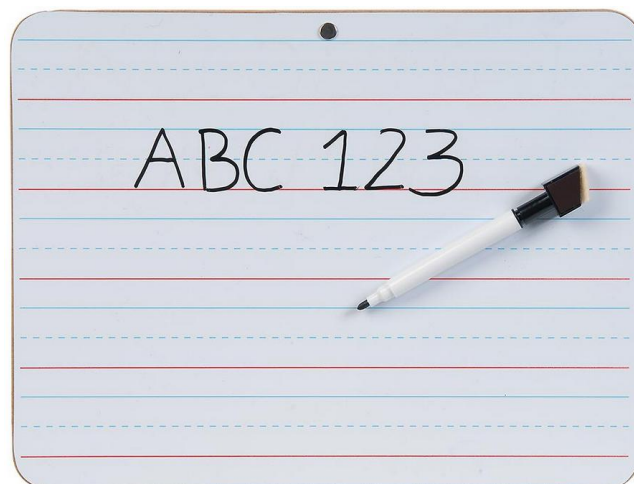
Response cards address disengagement and disruption in the classroom. With these two problems missing from the classroom environment, students with disabilities are better able to focus on the lesson which promotes comprehension. Additionally, response cards allow the teacher to appropriately address students who are struggling to grasp lesson concepts.

Implementation

- ❖ Practice
 - Teach students to use response cards
 - Practice using the planned procedures
 - Practice during a review of 'just for fun' lesson.
- ❖ Procedures
 - Organization: Material Storage and Distribution
 - Where will materials be kept?
 - How will they be passed out?
 - How will they be cleaned and collected?
 - Between Questions: Placement of Materials During Lessons
 - When students are not responding to teacher questions, where should the response card, marker and eraser be placed?
 - Responding: Cues for Responses
 1. "When I ask a question, think first."
 2. "When I say 'write' pick up your marker, write your answer and then wait for signal."
 3. When I saw, 'show me your answer,' hold your card up.
 4. "When I say 'cards down,' put your card down and clean it to be ready for the next response."
- ❖ Assessment
 - Correct Responses: Specific Praise
 - Praise individuals and class for using response cards correctly.
 - Praise individuals and class for correct responses.
 - Repeat the correct answer so all students can hear it again
 - Incorrect Responses: Corrective Feedback
 - 1/2 correct- modify lesson
 - 2/3 correct- provide more examples; reteach skill or content
 - Few- plan small group or one-on-one teaching during independent work time.

Examples

A	B
C	D



"Students displayed higher average levels of academic responding during the response card condition than in the traditional condition," George, 2010, p. 207.

The benefits of response cards extend beyond increased participation and the reduction of disruptions. Students participating with response cards answer more questions correctly during the lesson and show an increase in scores of quizzes and weekly tests," Duchaine, Green and Jolivette, 2011, p. 4.

References

- Duchaine, E.L., Green, K.B. & Jolivette, K. (2011). Using response cards as a class-wide intervention to decrease challenging behavior. *Beyond Behavior*, 20(1), 3-10.
- George, C.L. (2010). Effects of response cards on performance and participation in social studies for middle school students with emotional and behavioral disorders. *Behavioral Disorders*, 35(3), 200-213
- Schwab, J.R., Tucci, S., & Jolivette, K. (2013). Integrating schema-based instruction and response cards for students with learning disabilities and challenging behaviors. *Beyond Behavior*, 22(3), 24-30.