**Who benefits?**

- Students with mild to moderate intellectual disabilities, such as Down syndrome and Autism Spectrum Disorder (ASD), benefit from the increased opportunities to actively respond and participate in classroom group activities.
- Students with mild to severe behavior disabilities and emotional disorders can academically and behaviorally benefit from this “learn by doing” environment.
- Students with learning disabilities benefit from this strategy by actively responding and increasing on-task behavior.
- Teachers!

**Does it work?**

*Yes!*

Students with disabilities don’t always process learning material the same way as students without disabilities, so they don’t participate as fully during group activities. By utilizing the choral responding strategy, research shows that all students can learn the material together!

It increases:
- Active student responding and engagement
- Correct responses
- On-task behavior
- Student performance

It decreases:
- Disruptive behavior
- Off-task behavior

An added benefit is that it provides natural opportunities for peer interaction and observational learning!
How do I implement this strategy?

The effectiveness of choral responding depends on these criteria: 1) students must be able to respond with short, one to three word answers, and 2) teacher must accept only one answer as correct. These criteria make it possible for the teacher to monitor student responses and give corrective feedback.

What will this look like in my classroom?

The lesson should be presented at a fast pace to ensure attentiveness and participation of all students. Dividing the students into small groups also allows for greater teacher monitoring and focus.

The teacher must provide a thinking pause, coupled with a clear signal of when to respond.

The teacher must also provide feedback, and from time to time call on individual students. This way, the teacher is able to monitor and ensure all students understand the material presented.

Example:

**Step 1**: The teacher holds up the word card.

**Step 2**: The teacher says, “Everybody look,” and ensures that the students look at the card.

**Step 3**: The teacher says, “Everybody get ready,” or “Individual student, get ready.”

**Step 4**: The teacher waits 3 seconds.

**Step 5**: The teacher snaps her fingers, signaling students or an individual student to respond.

**Step 6**: The students respond in unison, or the individual student responds.

**Step 7**: The teacher provides feedback.

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