




Response Cards — An Overview

<p>What is a Response Card?</p>	<p>A response card is a reusable card, sign, or item that students use to display their responses to a question or prompt presented by a teacher (Gardener III et al.1994). Response cards are used in various academic settings, age levels, and topic areas and are helpful for students with or without disabilities. They are especially useful for autistic learners because they provide visual input and output, reduce verbal prompting, increase the number of opportunities to respond, and increase academic engagement. Response cards can be simple, with one to two visuals or responses that a student holds up or points to, or they can be more complex and have a variety of academic vocabulary or response choices. Some examples of simple response cards could include a card printed with “yes” on one side and “no” on the other, a card with a thumbs up and a thumbs down, or a card with the letters “a,” “b,” “c,” or “d” printed on it that a student uses to point to the correct answer given a multiple-choice question (Archer & Hughes, 2011). More complex response cards could have a combination of the previous examples or a list of academic vocabulary words. Response cards allow teachers to quickly assess one or many students’ responses to a question or prompt, regardless of students’ communication support levels.</p>
<p>Evidence-Based Practice Link</p>	<p>Response cards increase students’ opportunities to respond (OTRs) during academic instruction, which is a critical component of direct instruction. Direct instruction is an evidence-based practice for autistic students that is “usually provided to small groups of learners and includes brisk pacing, student responses, explicit signals to cue student responses, correction procedures for incorrect non-responses, and modeling of correct responses” (Steinbrenner et al. 78). Direct instruction is found to be effective in teaching communication, cognitive, school readiness, and academic/pre-academic skills for autistic children ages 6 to 14.</p>

<p>When to Use Response Cards?</p>	<p>Ideal times to use response cards with autistic students, or other students with or without disabilities, could include, but are not limited to:</p> <ul style="list-style-type: none"> • during whole or small group instruction to check students' understanding of new material, • when reviewing previously learned content, or • when students have struggled to attend to a lesson or appear to have lower levels of engagement with an activity.
<p>Why Use Response Cards</p>	<ul style="list-style-type: none"> • Increase student engagement in whole and small group lessons • Provide opportunities for formative assessment of student learning during lessons • Allow teachers to give immediate affirmative or corrective feedback to student responses • Allow students to practice critical lesson content, increasing the likelihood of retention
<p>Critical Components of Response Cards</p>	<p>Response cards for autistic students should:</p> <ol style="list-style-type: none"> 1. include a clear directive from the teacher about the instructions and expected student response (e.g., "Students, you will use your response card to point to the answer to the following question: true or false? Condensation is the third stage of the water cycle."), 2. include adequate think time for the student before requiring students to show the answer on the response card, 3. be modeled by the teacher to promote student accuracy, 4. be included frequently during lessons, and 5. be monitored closely by the teacher to provide affirmative or corrective feedback if necessary.
<p>Response Cards in Action</p>	  

<p>Considerations for Students with Extensive Support Needs</p>	<p>Students with extensive support needs can benefit from using response cards. Response cards provide a limited number of answer choices and allow for an action response rather than a verbal response, so they are especially useful for students with extensive support needs. Consider using simple response cards with one to two answer options when first teaching students with extensive support needs how to use response cards. Provide adequate modeling and prompt the student to success with using the response card on a regular basis. Routinely use praise and reinforcement for students with extensive support needs when they use their response cards appropriately, even when multiple staff prompts are required.</p>
<p>TRIAD Resources to Learn More</p>	<ul style="list-style-type: none"> • Learn more about upcoming TRIAD training opportunities: https://vkc.vumc.org/vkc/triad/live-training/ • A module about eliciting student responses, including the use of response cards in school settings, is available here. *Must create a free account to access

Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: effective and efficient teaching* / Anita L. Archer, Charles A. Hughes. Guilford Press (152-153).

Gardner III, R., Heward, W. L., & Grossi, T. A. (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 Behavior Analysis*, 27(1), 63-71.

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

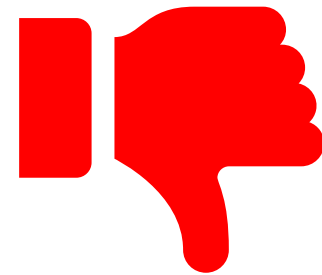
<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

Yes/No Response Card

Yes



No



Multiple Choice Response Card

B

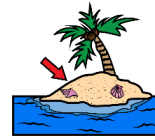
A

C

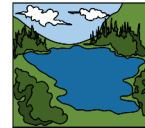
D

Content Vocabulary Response Card Example - Physical Features of the Earth

Island



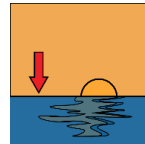
Lake



Mountain



Ocean



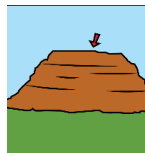
Peninsula



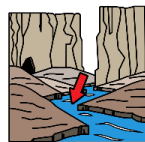
Plain



Plateau



River



Valley

