Book Study

Prepared by the
Kansas Multi-Tier System of Supports (MTSS) Project

Managing Challenging Behaviors in Schools

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(The Guilford Press, 2011)

Book Description:
The information provided in this book describes both proactive and reactive approaches to supporting student academics and behavior. Proactively, Part I focuses on preventing the development of learning and behavior problems. This includes information about classroom management practices, instructional delivery, and low-intensity strategies for redirecting and minimizing behaviors of students who need additional support. Reactively, Part II focuses on responding efficiently and effectively to problem behaviors that do occur. This includes information about behavior contracts, self-monitoring strategies, and functional assessment-based interventions. Finally, the book includes a series of assessments and forms to support teachers in beginning to implement these proactive and reactive strategies and practices in the classroom setting.

Target Audience:
  _X__ **Implementing teams**
  _X__ **Behavior**
  _X__ **Building Leadership Teams**
  _X__ **Tier 3 teachers**
  _X__ **Elementary Team**
  _X__ **Secondary Team**

PART I: PREVENTING BEHAVIOR PROBLEMS

-Chapter 1: Preventing and Managing Learning and Behavior Problems—An Overview-

Brief Overview:
This chapter provides an overview of the book, describing a three-tiered model of prevention. Part I's focus is on classroom management and other preventative strategies, including instructional practices. This chapter also describes the benefits of a three-tiered model of prevention for students at risk for emotional and behavioral difficulties.

Discussion Questions:
1. Why is it important that teachers have both knowledge of and confidence in classroom management skills?

2. What are the differences among primary, secondary, and tertiary levels of prevention?

3. What is treatment integrity? Why is it important?

-Chapter 2: Classroom Management-

Brief Overview:
This chapter discusses five essential components of classroom management: classroom climate, physical room arrangement, approach to discipline, routines and procedures, and managing paperwork. It also includes a classroom management resource guide (Table 2.2) that provides information about selected books, articles, and websites helpful for improving skills in classroom management.

Discussion Questions:
1. Why is classroom climate important? What are the variables of classroom climate?

2. Why is physical room arrangement important? What are the aspects of room arrangement that a classroom teacher should consider?

3. How do the authors define discipline? Why is a teacher's approach to discipline important?

4. What are procedures and routines? Describe procedures and routines that you have put in place in your classroom. Are they similar to those described in this chapter?

5. Why is managing paperwork an important part of classroom management? How might the strategies for teaching procedures and routines and managing paperwork overlap?

6. Discuss the example in Box 2.2 (pg. 33). What do you think of Ms. Flor's classroom management practices?

-Chapter 3: Instructional Delivery-

Brief Overview:
This chapter focuses on teaching curricular content in a way that maximizes student engagement. It also outlines curricular decision-making, utilizing effective instructional methods, and implementing self-regulated strategy development. Included is an instructional delivery resource guide (Table 3.6) that provides information about selected books, articles, and websites useful for refining knowledge of instructional practices.

Discussion Questions:
1. What is the zone of proximal development? How does it relate to preventing behavior problems?

2. Discuss the concepts and definitions in Table 3.2 (pg. 41). Provide an example from your own instructional practice of how you have used one of the concepts.

3. Consider the questions in Table 3.3 (pg. 45). Are they useful for planning instruction? What do you like and not like about the questions?

4. How do you think you could differentiate content? Process? Product?

5. What are the elements of explicit instruction? Why do you think they are important?

6. Review the types of cooperative learning activities in Table 3.5 (pg. 56) and describe how you have used one in your own classroom. Think about how you might use one you haven't tried before.

7. What are the stages of strategy instruction?

-Chapter 4: Low-Intensity Strategies-

Brief Overview:
This chapter begins with a discussion of the importance of developing intrinsic motivation, and describes multiple research and evidence-based low-intensity strategies that are helpful in maintaining a proactive approach to behavior management. The chapter includes a low-intensity strategy resource guide (Table 4.5) that provides information about selected books, articles, and websites helpful for improving skills in implementing low-intensity strategies.

Discussion Questions:
1. What are the elements of instruction that promote intrinsic motivation? Discuss how you think each is related to developing intrinsic motivation.

2. Discuss the low-intensity strategies listed in Table 4.2 (pg. 76) and described in this chapter. Have everyone in the study group select a different strategy and describe how they have used it in their own classroom.

3. Consider the teacher actions that slow instructional pacing in Table 4.3 (pg. 79). Analyze whether you have ever engaged in any of these actions. Consider having a colleague observe your classroom to look for these actions, as well as your use of positive low-intensity strategies.

4. Why is incorporating choice and preferred activities into your classroom important?

5. What is a token economy? Have you ever used one in your classroom?

6. Why is the direct teaching of social skills important? Does your school use any of the curricular packages described in this chapter? If so, how do you determine which students received this type of social skills instruction?

PART II: RESPONDING TO PROBLEM BEHAVIORS

-Chapter 5: Behavior Contracts-

Brief Overview:
This chapter describes the low-intensity, secondary prevention strategy of behavior contracting. It includes an overview of behavior contracts, a definition of the strategy, a description of different types of contracts, and directions on how to develop and implement behavior contracts in the classroom. The chapter also includes a behavior contracting resource guide (Table 5.2) that provides information about selected books, articles, and websites helpful for improving skills in developing and implementing behavior contracts.

Discussion Questions:
1. What is a behavior contract? What are the three core components?

2. What are the types of behavior contracts? Have you ever used one of these types of contracts in your classroom? If so, describe the contract to your book study group.

3. What are the similarities and differences between a quid pro quo contract and a parallel contract?

4. What are the deficits for which a behavior contract is appropriate?

5. Discuss the supporting research for the age level of students with whom you work.

6. What are the steps for implementing behavior contracts in the classroom? Discuss either the elementary or the high school example. Does the example adequately follow all steps?

-Chapter 6: Self-Monitoring-

Brief Overview:
This chapter focuses on the low-intensity, secondary prevention strategy of self-monitoring, which is one type of self-management strategy. The chapter includes a self-monitoring resource guide (Table 6.2) that provides information about selected books, articles, and websites helpful for improving skills in developing and implementing self-monitoring for students.

Discussion Questions:
1. What are the four types of self-management strategies briefly described in the overview?

2. What are the prerequisite components for using self-management strategies in the classroom?

3. Discuss the benefits and challenges of using the self-monitoring strategy.

4. Discuss the supporting research for the age level of students with whom you work.

5. What are the steps for implementing self-monitoring interventions in your classroom?

6. What is fading? Why is it important?

7. Discuss the self-monitoring illustration in Box 6.1. Does the example adequately follow all the steps? Do you see any potential problems with the example?

-Chapter 7: Functional Assessment-Based Interventions-

Brief Overview:
This chapter focuses on functional assessment-based interventions, which are a type of tertiary prevention that considers the communicative intent of behavior, or the reasons why problem behaviors occur. The chapter includes a functional assessment–based intervention resource guide (Table 7.2) that provides information about selected books, articles, and websites helpful for improving skills in conducting functional assessments and implementing tertiary supports.

Discussion Questions:
1. Who in your building usually conducts a functional assessment when one is needed? Discuss whether it might be helpful for the book study group to ask that person to come to the discussion of this chapter.

2. When looking at why the student engages in the target behavior, we know that behavior is a means of seeking or avoiding. What are some things students might be seeking or avoiding?

3. Review the function matrix in Figure 7.2. How might the ABC cards illustrated in Figure 7.3 help complete a function matrix for a student?

4. Review Figure 7.4 (pg. 164). Describe the three methods listed in that figure.

5. What are the benefits and challenges of using functional assessment-based interventions?

6. Discuss the supporting research for the age level of students with whom you work.

7. Discuss the functional assessment-based intervention illustration in Box 7.1 (starting on pg. 178). Consider how the illustration follows the 10 steps listed on page 173 and page 177. Do you think you would have done anything differently for this student?

PART III: GETTING STARTED

-Chapter 8: Getting Started in Your Classroom-

Brief Overview:
This chapter provides a sequence of self-assessment forms, assessment forms, and treatment integrity checklists aligned to the prior chapters. These assessments are provided to encourage teachers to begin to implement the previously discussed practices for supporting students with challenging behavior. While the authors would prefer that the practices be implemented within the context of a three-tiered model of prevention, these practices are perhaps even more important for teachers working in buildings without a school-wide tiered model in place.

Discussion Questions:

1. Complete the self-assessment in Figure 8.1 (starting on page 186). Discuss the school-wide questions as a group. Do the questions lead your group to identify some systemic needs for your district or building?

2. Select at least one of the self-assessments in Figures 8.2–8.5 (pgs. 190-92). Share the outcome of your self-assessment with a colleague. What were your strengths? What were your weaknesses?

3. Complete the self-assessment in Figure 8.6 (pg. 193) or Figure 8.7 (pg. 194). Share areas of weakness with your book study group. Did group members have areas of weakness in common? If so, could you arrange for some professional development for your building in those areas?

4. As a group, review the treatment integrity checklist for behavior contracts in Figure 8.10 (pg. 199), or the treatment integrity checklist for self-monitoring in Figure 8.13 (pg. 202). Do you think each of the components listed are part of treatment integrity? Why or why not?

5. Ask the persons in your building that conduct functional-based assessments (FBAs) to review Figure 8.15, the functional assessment-based behavior intervention planning form. How is it similar to the FBA procedure they use? How is it different? How is functional assessment information used in your building?

6. Why are behavioral screening tools important? Why are academic screening and progress monitoring tools important?