We at TASN ATBS are so glad you chose to read and discuss Scott, T. M. *Teaching Behavior: Managing Classrooms Through Effective Instruction* (2017) Thousand Oaks, CA: Corwin. Copies of this book are available for checkout in our [TASN ATBS Lending Library](http://kansasasd.com/library.php).

Here are questions to get you started in your discussion of this book.

Wondering about the logistics of our book talks?

* We held a 30-minute virtual chat once a month for nine months using zoom.
* The questions we discussed are included in the link above.
* The first question for each discussion was always a roll call question, designed to give each person an opportunity to share.
* 3-4 additional questions provided the framework for additional discussion with an emphasis on using the strategies in this book in each person’s current role.

In addition to our monthly discussions, we used an app (Voxer) to engage in a continued group discussion. Each question was designed to be answered in a few words to a few sentences … but kept our discussion alive and ongoing.

Section I, chapters 1-5: Behavior and Instruction

TASN ATBS SESSION 1 DISCUSSION

Roll Call: What is your goal for participating in this book study?

Chapter 1: The Teacher Defined

* Look at Table 1.2 Behaviors of Effective Teachers – A Foundational Structure for this Book (p. 6) Are there elements you would add to expand this list?

Chapter 2: Effective Teachers Provide Effective Instruction

* What is the art of teaching and how should we evaluate it against the science of teaching?
* If you were looking at a classroom during a time without teacher or students, what might you look for to indicate an environment best suited for active engagement? What would you see and why is it important?

Chapter 3: Evidence & Probability in Defining Effective Teaching Practices

* What does it mean to say that a practice is evidence based?
* If you are in a coaching role, what might be your first steps for working with Bruce?
* If you are a teammate working with Bruce, what would be the best approach for collaborating on work assignments?
* Why should research play a leading role in how we define effective teaching practices?
* “To effect change we must define success in terms of student outcomes rather than teacher behavior.” (p.16) Agree? Disagree? Why?

Voxer Questions

* Preface re: standards
* Why should research play a leading role in how we define effective teaching practices?
* “To effect change we must define success in terms of student outcomes rather than teacher behavior.” (p.16) Agree? Disagree? Why?

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TASN ATBS SESSION 2 DISCUSSION

Roll Call Question: Read one phrase or sentence you highlighted in Chapter 4 or 5.

Chapter 4: Considering Behavior

* What is behavior, and why should that be the focus of teaching?
* Why do people behave in the ways that they do?
* Teachers are in control of antecedents and consequences in classroom and environment. What does that mean to you?
* Is it possible that mental health issues are the reason (purpose) of misbehavior?
* What are the advantages of considering a stimulus-response model?

Chapter 5:

* How might the models (figures 5.3, 5.4, 5.5) included in this chapter be useful as you support educators and classrooms?
* Look at Figure 5.7 Pathway Logic Graphic on p. 68. How might this affect the TA process or supporting individuals in your role?
* A teacher assigns “power and control” as the reason for a behavior. How might you “tease out” the observable and measurable behavior?

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Section II, chapters 6-10: The Daily Grind

TASN ATBS SESSION 3 DISCUSSION

Roll Call for session 3: Share something you can celebrate within your classroom.

Chapter 6: Setting Up a Classroom

* Look at table 6.1 (pg. 83) The Essential Elements of Effective Classroom Rules: Which one resonates with you most and why?
* What are your “look-fors” in setting up the classroom environment?
* How do you ensure consistency within your environment?
* If you are a coach, how can you work with others in recognizing the importance of consistency?
* How do you use precorrection in your classroom? Give an example.
* Dr. Scott provides checklists at the end of the chapter for guidance in setting up the classroom environment. Do you find this valuable? Do you use a tool to help you or others?

Chapter 7:  Planning Instruction:  The Learner

* Why is it recommended that teachers select a measurement strategy prior to writing an instructional objective?
* Table 7.1 & 7.2 (pp. 107 & 108) cover key questions in the determination of a student’s phase of learning:  What benefits can you identify that teaching systematically through these phases?
* What are ways you teach to generalization, maintenance, and adaptation?
* When is a task analysis necessary?

Voxer Questions:

* “She’s not making any progress so far this year, but you have to realize she has (enter name of condition here) ...” If you are in a coaching role, what language might you use to begin this dialogue?
* Why is it important to understand that academic behaviors and social behaviors are still that … behaviors?

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TASN ATBS SESSION 4 DISCUSSION

Roll Call Question:  Were there any “aha” moments within chapter 8?

Chapter 8:  Planning Instruction II:  The Lesson

* Table 8.1 on page 120, provides examples of anchors rules for behavioral expectations.  Share an anchor rule in your school and provide a behavioral definition and example.
* On pp. 138 and 139:  Checklist for Planning Instruction:  Lesson Focus: Were there any indicators that you would like to practice?  Any indicators that you disagree with or would change?  Any indicators you would add?
* When teaching new skills, why should we consider teaching beyond the natural environment?
* What does Dr. Scott mean by when he talks about instructional universe?
* How do you ensure generalization across environments and teachers?

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TASN ATBS SESSION 5 DISCUSSION

Roll Call Question: Name one strategy from this book that you have put into practice and describe how it improved student outcomes.

Chapter 9: Providing Consequences for Behavior: Feedback as an Essential Part of Instruction (pages 141-169)

* Look at table 9.2 on page 149. Which of these components is most challenging (for you or for educators)? What are the barriers? How do we support its implementation?
* Look at table 9.6 on pg. 159 and expand upon the OTR Delivery Modalities provided. How do you provide OTRs within your program/trainings? Were there any examples you want to try?
* How might you coach a teacher using figure 9.2 on page 165, A Generic Scope and Sequence for Teaching Component Skills Toward a Complex Skill?
* What do you think about the checklist for the Effective Delivery of Instruction on pages 167-169? How would you present this checklist as a coach or how would you use this checklist within your classroom?
* Talk about using visual supports and structure as part of modeling.

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TASN ATBS SESSION 6 DISCUSSION

Roll Call Question: Do you have a professional/personal goal that you would share that may inspire others?

Chapter 10: Providing consequences for behavior: Feedback as an essential part of instruction (pages 171-193)

* How do you address moral objections to the delivery of positive reinforcement?
* How do you coach/inform others about schedules of reinforcement? When to fade reinforcement?
* How would you coach/inform others with a goal is to provide punishment procedures over reinforcement procedures?
* What are the challenges when choosing and teaching replacement behaviors?
* When would you use extinction? How would you coach/inform other team members through a student’s extinction burst?
* What do you think about the case scenarios for positive and negative reinforcement? Response Cost, extinction, time out, type 1 and 2 punishment? How could you use these scenarios in your classroom? How could use these strategies when coaching/training others?

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Section III, chapters 11-13: Individualized Strategies

TASN ATBS SESSION 7 DISCUSSION

Role Call Question: Name one way you have shown support to a team member or a student that you feel made a difference?

You can flip this question to read, how has someone shown you support recently that made a difference?

Chapter 11: Monitoring and Measuring Behavior: Assessing the Degree to Which Instruction Has Been Effective (pages 203-220)

* What’s the problem with using only observation when making a judgment on a target skill or behavior?
* In what ways do you monitor student outcomes?
* How do you coach/inform educators to recognize the value of monitoring student outcomes? (What questions might you ask educators who don’t monitor student outcomes by using data collection?)
* What are the barriers for educators when discussing data collection and how do you overcome barriers?

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| --- | --- |
| * You read many measurement methods within chapter 11; examples include using a frequency count, duration recording, latency recording, trials to criterion, interval recording, and permanent product.
 | * How do you or how will you coach educators to match the appropriate measurement method to the target skill/behavior to get meaningful outcomes? How will you address efficiency in this process?
 |

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TASN ATBS SESSION 8 DISCUSSION

Role Call Question: What strategies within this chapter will help you and your students get through the holidays or school breaks?

Chapter 12: Classroom Systems and Strategies: Extra Tricks for Students Who Need a Little More

* Was there a strategy that you would like to learn more about or try within your classroom?
* How did you feel when you read Dr. Scott referring to the strategies in this chapter as tricks? How will you describe these strategies to your teammates?

|  |  |
| --- | --- |
| * Choose one of the strategies within the chapter: Choice, behavior momentum, the ignoring game, group contingencies, token economies, differential reinforcement, self-management
 | * Many of Dr. Scott’s classroom examples include students participating in general education, or students with problematic behaviors in a special day school.

How would you adapt some of these strategies to use with students with autism? How could you adapt some of these strategies with learners with limited skill sets? What are some considerations prior to using these strategies? Use this question set for one strategy – token economy? |

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TASN ATBS SESSION 9 DISCUSSION

Role Call Question: We made it! Would you recommend this book to others? What was the biggest take away?

Chapter 13: Responding to Escalation: Avoiding Use of Restraint and Seclusion

* In what ways do coach yourself and others to prevent escalation, and minimize whatever escalation has already begun? (see table 13.1)
* Why is disrespectful behavior so difficult for educators to handle in a calm manner (pages 249 & 250)?
* Why is it important to have a plan to address problematic behavior?
* What should you consider as part of your plan?
* Answers may include: (defined target behavior, data collection, teach replacement behavior, avoid giving attention to problem behavior, reinforcement for engaging in desired behavior, how staff should respond, training of staff, role play scenarios to help build fluency and problem solve, monitor treatment fidelity, make sure you have staff buy in and include them in the process)
* Look at the scenario on p. 244. A teacher has just shared this story with you. What questions might you ask?
* In the sections on noncompliance, defiance and provocative behaviors, step 1 is teaching appropriate behaviors as the first step. What prevents this from occurring? What mindset interferes?