Teaching BEHAVIOR

Managing Classrooms Through Effective Instruction

Terrance M. Scott

Foreword by Siegfried Engelmann and Geoff Colvin

"Terry Scott provides numerous suggestions for educators who want to teach students ways to address their behavior in order to have a positive impact not only on the students' conduct but ultimately on their academic success."

Marcia B. Imbeau, PhD, Professor, University of Arkansas, Fayetteville

"Classroom management is, was, and always will be of concern to educators. Teaching Behavior *is a great springboard for focused dialogue between experienced and beginning teachers on this topic."*

Sandra Moore, ELA Teacher, Coupeville High School, WA

THE KEY TO EFFECTIVE CLASSROOM MANAGEMENT STARTS WITH INSTRUCTION

Every teacher knows that the perfect lesson plan is useless without effective classroom management. But what's the best way to foster student engagement, differentiate instruction, handle disruptive students, and promote positive behavior? The answer is in how you teach.

Teaching Behavior goes well beyond setting classroom rules, communicating consequences, and providing the usual tips on engaging students and building relationships. It draws on the most current evidence-based practices and rich, real-world examples to get to the heart of effective teaching. A national expert in behavior and special education, Terrance M. Scott shares clear, detailed, and proven instructional strategies to maximize student success. *Teaching Behavior* is ideal as a teacher guide or textbook, offering

- New insights on why instruction is the foundation for all student behavior
- Practical tools for managing all types of students and classrooms, including the most challenging
- Self-assessment checklists and discussion questions for teacher book-study groups
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Wherever you are in your teaching career, *Teaching Behavior* will give you the innovative, day-to-day tools to conquer the toughest behavior challenges and make your classroom more effective and fun—for you and your students.

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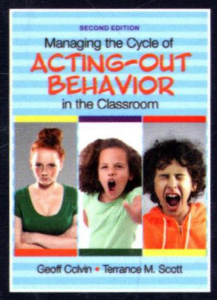

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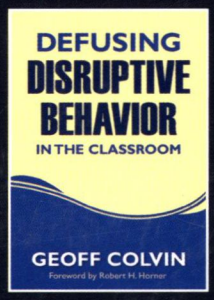

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Teaching Behavior

Foreword

Educators are responsible for teaching skills and knowledge to students from kindergarten through Grade 12. The learning outcomes, typically expressed as *standards*, are determined by educators and policy makers at federal, state, and local levels. While there is considerable variability in what is taught and how it is taught, *standards* are necessarily coordinated with other essential facets of instruction—*curriculum, teaching,* and *testing.*

When these four components are fully operative, students receive quality instruction and acquire the scheduled skills and knowledge. If any of these four components are inadequately conceived, the whole process of teaching and learning is weakened, and students receive inferior instruction.

It may be helpful to examine in more detail the integral relationship between standards, curriculum, teaching, and testing to highlight the importance and value of Dr. Terrance Scott's new book *Teaching Behavior: Managing Classrooms Through Effective Instruction.* The following figure represents the ideal interface between these four components:

Standards ⟶ *Curriculum* ⟶ *Teaching* ⟶ *Testing*

The diagram shows how standards, curriculum, teaching, and testing are sequenced. Standards specify criteria for what students are to learn. Standards drive the curriculum. If the standards indicate that children are to learn rhyming patterns, the curriculum would provide sufficient practice for children to master different rhyming patterns. Standards also drive teaching and testing. Although the curriculum specifies details of what students are to learn, teaching is needed to transmit elements of the curriculum to the students. Testing whether students met a particular standard involves presenting items to students that can be correctly answered only if the students have been taught the appropriate content.

The simplest way to show the relationship of standard, curriculum, teaching, and testing is to present a specific example of a standard and identify how the curriculum, the teaching, and the testing would have to be configured to assure that the proper content was presented and learned.

For instance, the Common Core standards for first graders indicate that students will read phonetically regular CVC (consonant, vowel, and consonant) words.

This standard implies that students will be taught the skills and knowledge that are necessary for reading regular C-V-C words like **dog** and **man**. There are two common approaches for teaching beginning word reading—a sight-reading approach or a phonics approach. For the sight-reading approach, children would not learn the sounds of the letters; rather, they would practice looking at words and identifying

them by their overall shape—the same way they learn how to identify people and things in their environment. For the phonics approach, students would first learn the "sound" of each letter that appears in the CVC words and learn how to "blend" the three sounds to produce the word. Given that students have been taught these skills, we should be able to test the learning by presenting any phonetically regular CVC word. Stated differently, if the standards for a grade are reasonable, they generate a reasonable curriculum, reasonable teaching, and reasonable testing.

To appreciate more fully the importance of Dr. Scott's new book we may examine how the instructional sequence (*standards, curriculum, teaching*, and *testing*) is used to evaluate the appropriateness and effectiveness of any instructional program, practice, or initiative. First, an example of a standard prescribed for reading at kindergarten level is expressed as an instructional sequence.

This instructional sequence works if all the standards are reasonably within the scope of "teachability" for a specific grade level. If the standard is not appropriate for the particular grade level, a great deal of additional teaching is necessary to prepare students to meet this standard. In other words, when standards are prescribed, there needs to be a clear understanding of what teaching is needed to ensure that students learn the skills specified by the standard.

To illustrate this point, an example of an inappropriate standard is taken from the Common Core Curriculum for Kindergarten.

Language Standards K-5

Kindergartners: Standard - 1F: Produce and expand complete sentences in shared language activities.

Teaching this standard to many children would be very difficult and would require extensive teaching that is not required by familiar kindergarten standards. The first step in teaching is to understand what skills need to be already in place before the new skill can be taught. Before we can systematically teach students to produce complete sentences, we must first teach them what complete sentences are and how to distinguish between a complete sentence and those that are not complete. This means that the curriculum must enlarged to teach the difference between sentences and utterances that are not sentences. If careful instruction is not provided, many students will become confused about what is a sentence. For example, a common mistake would be to assume that if the utterance has a large number of words, it is a sentence. However, "Tom ran,"; "She stopped,"; and "I agree," are sentences.

In addition, referring to real-life usage (a common practice in teaching at kindergarten level), does not shed much light on what a sentence is. For example, answers to everyday questions such as: "Where is Henry? What are you doing? Who were you playing with? What color is this block?"—are rarely sentences. Questions like these dominate kindergarten instruction.

Also, to teach the difference between sentences and not sentences requires providing some rules or tests about creating sentences. The only reliable basis for identifying sentences is that they have a subject and a predicate (or they have a part that

names and a part that tells more). To teach these discriminations in kindergarten may be unreasonable. The necessary instruction will be time-consuming and most probably aversive and unsuccessful with lower performing students.

Finally, standard 1F requires even more inert teaching for students to **produce and expand** sentences. Is expanding sentences needed for children required to read, understand, produce, or question? No. The teaching time involved would also be quite substantial. About the simplest context for teaching these skills would be pictures that show simple actions, like a boy walking into a room. We would have to introduce some conventions like "name and tell more." For the picture of the boy and the room, the teacher could ask:

Who is in the picture?

What did the boy do?

Say the sentence about what the boy did.

The stage is now set of children to "expand" the sentence. The teaching steps required here seem to be an outrageous price in time and effort for kindergarten teachers. Several other Common Core standards have the same problems of demanding far too much teaching time and of assuming skills that many kindergarten students do not have.

The root problem with many of the Common Core standards is the failure to understand what is involved in analyzing instruction, identifying the prerequisite skills for the standard, knowing how to teach the skills involved, and in being aware of the time and effort involved. If this were not the case, the Common Core Standards would be quite different from the ones teachers presently have to follow.

It is precisely this point that makes Terry Scott's new book such a timely contribution to the field. Dr. Scott shows in a very readable way how each of these components is conceived, developed, and put into practice. Specifically, he provides the details for teachers to implement this instructional sequence as applied to establishing *positive behavior* in the classroom and throughout the school. In addition, the details are firmly based on research, evidence-based practices, and common everyday experiences. While the book places special emphasis on the teaching component, the other three components are properly addressed.

Standards

Terry Scott's book is very explicit on the behavioral standards for all students. In Chapter 6 on "Setting Up a Classroom," he spells out the rules and behavioral expectations required for all students in the classroom and throughout the school. He describes how these standards are derived and operationally defined so that there is no ambiguity in what teachers and faculty need to establish and what the students need to do.

Curriculum

The curriculum addresses *what* is to be taught. In Chapter 5, Dr. Scott shows the importance of systematic behavioral assessment and provides step-by-step procedures for conducting these assessments. Chapter 7 provides the scope and sequence for the content of what is to be taught. The substance of what is to be taught by all teachers is presented in a clear, explicit, and understandable manner that increases the chances of effective implementation.

Teaching

This component, teaching the rules and behavioral expectations, is the core of the book. Dr. Scott has developed a comprehensive presentation for what it takes to teach behavior—not to affect some, or most, but *all students.* He presents the full array of teaching procedures drawn from research, evidence-based practices, and common sense. Throughout the book, there is the thread of an instructionally based approach to teach behavior in the same way teachers provide instruction for academics and other skill-based activities. Chapters 7 and 8, "Planning Instruction, I and II," and Chapter 9, "Presenting Instruction," describe in understandable detail the steps needed to provide adequate instruction. Chapter 10 provides procedures for giving students feedback on their performance. In general, each chapter provides helpful information on this critical component of the instructional sequence—*teaching.*

Testing

This book also addresses testing, the fourth component of the instructional sequence. Chapter 5, "Assessing Student Behavior," stresses the importance of baseline data, or entry level behavior of the students. Chapter 11, "Monitoring and Measuring Behavior," carefully lays out details of what is needed to determine whether or not the teaching has been effective or, more specifically, whether the behavior standards have been met. Testing procedures are described with sufficient detail to make them manageable and useful for teachers.

In summary, Terry Scott's new book is a commendable exemplar of using instructional principles to teach behavior. He has fully embraced the critical components of an instructional sequence (*standards, curriculum, teaching,* and *testing*). Moreover, the book carefully presents solid information in a usable manner for teachers. The content not only emphasizes research and evidence-based practices but also includes many anecdotes and practical analogies that make the information understandable and friendly. Finally, the checklists, additional resources, and guidelines should be particularly helpful to teachers. It has been a pleasure and honor for us to write this foreword.

Siegfried Engelmann, Professor of Education, University of Oregon

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Preface

The main title of this book, *Teaching Behavior,* is meant to be a double entendre. When the word *teaching* is considered as an adjective modifying the noun *behavior*, the title describes a set of actions or behaviors in which teachers engage when teaching (i.e., the behavior of teaching)—and this book is focused precisely on these teaching behaviors. At the same time, the behaviors in which teachers engage are important only as a means to an end—a means to successful student behavior. Thus, when the word *teaching* is considered as a verb, the title describes the purpose of teaching (i.e., teaching students to behave). While it is common to talk about teaching and behavior in the same context, this book is meant to approach student behavior more directly as the product of specific behaviors undertaken by the teacher. That is, for any given student behavior, good or bad, there are teacher behaviors (or lack thereof) that are at least in part responsible for both the current and future exhibition of that behavior.

As this book will make clear, teaching provides an impact on probability, and the selection of high-probability teaching behaviors must be seen as a sacred responsibility. However, one should not confuse *responsibility* in this sense with *fault*. Student misbehaviors are not the fault of the teacher. However, misbehaviors do create a responsibility for teachers to adjust teaching. If the teacher allows the student to fail, at some point one could say the teacher has shirked his or her responsibility. The teacher who does not adjust teaching in relation to student behavior suffers very poor probabilities for future success. For example, in response to the query "What's 2 + 2?" the student response is "5." The teacher has previously taught this fact in accordance with what would be considered to provide a high probability for success, and has even provided reminders immediately prior to asking the question. But the fact remains, if the teacher's behavior does not change in the future, the probability of the student suddenly getting the correct answer is not favorable. So again, the student's error is not the fault of the teacher, but that behavior certainly has created a responsibility for the teacher's behavior to change in some meaningful manner to create higher probabilities for this student's success in the future.

The book is written in the first person—as if I were telling a story. My own teaching experiences were largely in self-contained classrooms and segregated alternative settings with students identified with emotional and behavioral disorders. As a generality, minorities and persons from poverty were overrepresented in my classrooms. However, I've discovered over the years that these demographics are largely irrelevant in terms of selecting intervention. Effective instructional practices (albeit at varying degrees of intensity) work similarly well across all students. Most who have taught or worked with children and youth have at least a basic understanding of what challenging behaviors are and how frustrating they can be for a teacher.

It seems that despite our experiences, we tend to have an expectation that all students will have at least some respect for adult authority and comply with simple directions when pressed. Perhaps this is an instinctual expectation as, for me, it seems to fly in the face of an entire career of experiences. After more than 30 years of working with students with challenging behavior, during frequent school observations, I still find myself shocked when students casually and with impunity defy teacher directions. I have to admit there is an immediate emotion associated with these observances—an emotion that I would have to call anger. How dare that student so insolently say no to a teacher? What they need is a strong hand to let them know this won't be tolerated! But just as quickly, I go through the list of students I've dealt with who exhibited similar behaviors—none of whom ever responded favorably to louder directions, threatening postures, or a more strong-armed approach.

In isolation, away from the immediate context and frustration within which these confrontations occur, it is far too easy to provide expert advice. I used to get lost in long and complicated conversations with my administrators and professors, whom I think felt that they had to offer a solution when I asked for direction with a student. Having never actually observed the student, they confidently told me that I needed to try some specific intervention or strategy. I'd feel temporarily satisfied that there was hope, until the next day when I walked into my room and was hit with the immediate realization that the intervention we'd been discussing was far too flawed or simplistic. There is a hypnotic attraction to potential fixes—which is actually much preferable to what eventually grows into the more calloused resignation of learned helplessness. I can recall points in my career where I simply lost faith that anything could change behavior for the positive among the most challenging students.

When I reported my failures and those of my students back to administrators and those in charge, their response always left me feeling like I was bothering them. The subtle eye roll or exhausted sigh made me feel like they felt this was my problem, and asking for advice was sign of weakness. One thing I have come to be certain of over the years is that there are rarely any quick and simple fixes. It's frustrating and it always will be. The answers are comprehensive in nature and must take into account the environment, relationships, instruction, consequences, and patience. If it were easy to fix, there would not be so many of these problems confronting us. While the potential for completely avoiding student misbehavior is completely improbable, developing a comprehensive approach to managing classrooms through effective instruction provides the highest probability for success.

USING THE BOOK

The book is written as a hybrid of textbook and teacher companion. Each chapter begins with discussion questions that can serve either as an advance organizer of the content to come or as guiding questions for a book discussion group. The idea is that it might serve as a guide for a course of study or as a more comfortable read to help the average teacher consider effective teaching—especially in consideration of students with challenging behavior. As a general rule, I have avoided heavy referencing, preferring instead to provide a list of important readings and resources focused on particularly important topics as they appear throughout each chapter. The idea is to provide readers with access to more in-depth information should there be an interest in a particular topic, rather than to spread citations throughout. Still,

I believe all the information I present herein to be pulled from among the readings I suggest. Finally, fidelity checklists are presented at the end of Chapters 6 through 9, and a comprehensive Checklist for Effective Teaching is included on the companion website at http://www/corwin.com/ScottTeachingBehavior.

The audience for the book is the average classroom teacher, administrator, instructional assistant, or anyone else with daily student contact. While some classrooms present more challenges than others, the array of proven strategies based on effective teaching does not vary. As students present greater challenges, the strategies presented herein will necessarily become more intensive and will require more effort, more adults, and more patience. However, the strategies that we know provide the highest probability for student success are essentially the same at early childhood and high school, for gifted students and students with intellectual disabilities, in Math and Art class, and with typically developing students and those with identified behavioral challenges. Throughout the book, I use examples and stories that I've collected over the course of my career. I've been careful to select those examples that I believe capture the essence of misbehaviors and the challenges of being a teacher without regard to age level, certification area, or instructional content. In addition, there is a recurring character, Bruce, who argues with me throughout the book. I've found that no matter how logical and well-founded a practice is, there will always be someone who disagrees. The purpose of Bruce is not to provide the reader with ammunition to persuade others. Rather, it is to provide the reader with consideration of opposing points of view and how I believe the logic supports a particular model or direction.

Also, throughout the book, gambling is used as an analogy in considering the best course of action in developing and managing effective teaching—including The Teaching Wager that is referred to repeatedly. The purpose of the focus on gambling is to get the reader to continually see teaching as purposeful and under the control of the teacher. When considering student success, the teacher would do well to ask, "If it was worth $1,000 if the students were to be more successful tomorrow, what would I do?" By that same token, the teacher should constantly question whether the methods being used really provide the highest likelihood of success. Clearly, when it comes to games of chance, no gambler can really be better than any other. Blowing on the dice or wearing a lucky shirt does not change the probability of an outcome—and this is part of the point here. Teaching is not pure chance, the behaviors in which the teacher engages do affect the probability of the outcomes. This is precisely why it is so important that teachers carefully consider their teaching strategies and techniques in light of the students being taught, their history, their background, the context, and the environment in order to select those that both empirically and experientially provide the best chances for success.

The basic premise of the book is that a comprehensive view of effective teaching behavior provides the foundation for all classroom management. Effective teaching is defined in Chapters 1 and 2, but I want to be clear that I see this term as extremely comprehensive in nature. That is, teaching is more than just the delivery of instructional content, or delivery of consequences. It's broader than having classroom rules or engaging instruction, and it's bigger than how we respond to the students with the most challenging behaviors or the development of relationships with students. Effective teaching is all of those things, but it's bigger still because it involves the thoughtful use and integration of all. For our purposes, I hope this book provides clear evidence that the whole of effective teaching is greater than the sum of its parts.

ADVANCE ORGANIZER

The book is organized in a manner that seemed most logical when considering the whole. As with any complex matter, each component is somewhat related to and dependent upon another. For instance, consequences are discussed in Chapter 10. However, the concept of teacher feedback to students is an integral part of Chapters 4, 5, and 9 preceding it. In many cases, smaller components of chapter elements are presented in earlier chapters as necessary to make a point. Still, the overall ordering of content is meant to provide a logical way of preparing a classroom for effective teaching, and it is presented as if the reader is understanding the content and developing a classroom one step at a time. To provide a link back to practice in actual classrooms, checklists, instruments, examples, and other materials are available at http://www/corwin.com/ScottTeachingBehavior.

The book is organized in three sections. The first section, "Behavior and Instruction," provides a logic and evidence for the strategies presented in the remainder of the book. This section begins with chapters defining effective teaching, describing the nature of evidence and probability in considering strategies, and considering behavior when planning for change. This section ends with a chapter describing the logic of function-based assessment (FBA) and laying out methods for conducting simplified FBA as both a classroomwide and individual student process.

Section II, "The Daily Grind," is heavily focused on the day-to-day tasks and activities involved in being a teacher and working with students. The first chapter in this section presents comprehensive guidelines for developing a physical space, developing classroom rules, considering daily routines, and other decisions that are made before students enter the classroom. The next two chapters provide comprehensive details for instructional planning in the context of both academic and social behavior. This is followed by a chapter on the presentation of effective content instruction and the interaction between teacher and student to facilitate success. The final chapter in this section is dedicated to consequences for behavior, both positive and negative, and as applied in the context of instruction. These five chapters comprise the most prescriptive portions of the book—providing clear details and examples for implementation. These chapters are among the largest in the book and could reasonably have been broken into smaller pieces. However, the intent was to maintain focus on each of the key components as an individual piece, but in the context of the other key components.

Section III, "Individualized Strategies," is comprised of three chapters that cover additional material that cuts across content in the rest of the book. The first chapter in this section presents a basic guide for the development and implementation of effective measurement strategies for behavior. Examples cover both basic classroom data and more formal monitoring of student behavior plans. The next chapter focuses on effective prevention of and responding to escalation and crisis behaviors in the classroom—what to do when students refuse to respond to effective instruction. The final chapter provides a list of systems, tricks, and strategies in the classroom with a focus on very specific and individualized application of the general content presented in the heart of the book.

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