

# Solution Tree | Press

## **Behavior: The Forgotten Curriculum—An RTI Approach for Nurturing Essential Life Skills**

*By Chris Weber*

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### **Study Guide**

This study guide is a companion to the book *Behavior: The Forgotten Curriculum—An RTI Approach for Nurturing Essential Life Skills* by Chris Weber. *Behavior: The Forgotten Curriculum* explains the benefits of using behavioral strategies that engage all students in the classroom and help them develop key behavioral skills.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

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## **Chapter 1**

### **Identifying, Defining, and Making Sense of Behavioral Skills**

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1. What foundational principles of student behavior do educators need to understand in order to build a nurturing learning environment? Please explain each.
2. What behavioral priorities does your school have in place, and how are you made aware of these behaviors' prioritization? Provide some examples of additional behaviors that you believe should be prioritized at your school and why.
3. Describe the two steps of the behavioral RTI model that are most important in this chapter.
4. In your own words, what does the process of identifying behavioral priorities involve? Will the identified behaviors be the same in every case or differ, and why is this the case?
5. How would an educator define what the identified prioritized behaviors should look and sound like? Use the provided example (figure 1.6, page 30) as a basis for your answer.
6. How does the process of prioritization, identification, and definition differ for content-specific areas?

## **Chapter 2**

### **Modeling, Teaching, and Nurturing Behavioral Skills**

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1. List the four goals of this chapter and the five methods through which an educator can improve Tier 1 behavioral support.
2. What are *precognitive skills*? Please provide some examples of these skills, and explain their importance for educators.
3. Define *universal screening*. How is this utilized in the classroom?
4. How does an educator utilize the SRSS and SIBSS and transition guides as screening tools? How do these two screening tools differ?
5. What ten instructional strategies are essential for success in teaching behaviors and noncognitive factors? Provide an example of each in action in your classroom.
6. In what ways might an educator find time for instruction of behaviors?
7. How does an educator nurture behavior through academic skills and relationships?

## **Chapter 3**

### **Measuring Student Success, Providing Differentiated Supports, and Intervening Appropriately**

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1. What necessary elements should all effective formative assessments include? Explain the importance of each.
2. Review this chapter's examples and templates that can be used to assess student behavior. In which situations might these templates be most useful? How would you use these templates?
3. How does progress in a subject differ from aptitude in that subject? How can aptitude be measured?
4. What effect, either positive or negative, can feedback have on students? What qualities of effective feedback will help produce a positive effect on behavior?
5. How do precorrective feedback and corrective feedback differ?
6. What is differentiation, and what effects does it have on behavioral instruction? Which of the strategies for differentiation this chapter includes would most benefit your classroom, and why is this the case?

7. Review the various strategies that align to the five groups of prioritized behavioral skills.

Which would you utilize as an educator, and why is this the case?

8. How does differentiation differ for students who have behavioral needs and for those who demonstrate mastery?

## **Chapter 4**

### **Preparing for Tiers 2 and 3 Behavioral Supports**

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1. How do Tier 2 supports differ from Tier 3 supports? How are Tiers 2 and 3 integrated into Tier 1 instruction?
2. What are some important questions to ask when developing behavioral interventions at Tiers 2 and 3? How do these questions aid this development process?
3. In what way does an educator determine which students need Tier 2 support? What tools can an educator use for this purpose, and how might he or she use them?
4. How does an educator carry out a targeted intervention? What is the benefit of using a targeted intervention, instead of other forms of intervention?
5. Briefly explain the CI/CO process. What aspects of this process should an educator focus on when monitoring Tier 2 progress?
6. What five domains may represent the foundational needs that inhibit the success of Tier 3 students? Explain each.
7. What are the strategies for restorative justice, and how do they work?

## **Chapter 5**

### **Navigating the Predictable Challenges and Considerations for Implementation**

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1. What challenges might arise due to school culture, and how might you, as an educator, face them and persist with implementation?
2. Why is administrative support in implementation important? What leadership role do administrators play during the implementation process?
3. Explain the importance of a schoolwide approach to implementation of behavioral expectations. What challenges will arise when implementation is not schoolwide?
4. What role do parents play in the implementation process? What unique challenges arise from including parents in the implementation process?
5. How must educators persist through a lack of resources (including time and staff)?
6. Briefly explain the strategies schools can utilize in order to foster effective data collection, management, and analysis.

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7. What are the benefits of educators' having high expectations for student success and believing in students' abilities? Describe the mindsets that foster these high expectations.
8. For what reasons must an educator nurture the behavioral skills of all students, not just those who are “naughty”?