Book Review / Recension d'ouvrage

Supporting Behaviour for School Success: A step-by-step guide to key strategies

Reviewed by / Revu par

Beth Keyes
University of New Brunswick

Supporting Behaviour for School Success: A step-by-step guide to key strategies is a book that offers a clear, structured presentation of classic yet effective teaching practices at a time when schools are searching for ways to improve student behaviour within the era of inclusive education. The authors of this book have put together an array of what is referred to in the field as 'best practices' in classroom management and instruction, presented in a format that allows the novice teacher as well as the experienced veteran to apply the suggestions with relative ease.

Lane, Menzies, Ennis, and Oakes have taken a variety of established teaching practices and framed them effectively within a systems-level approach to serving all students. Drawing upon current trends in educational literature, the authors promote the need for collaboration and school-wide positive behaviour supports to enable access to learning for all students. The book highlights the need for multi-tiered support systems designed to offer a range or 'continuum' of interventions that are drawn upon according to an individual student's needs. Lane et al. suggest that the array of practices within their book can be integrated into a multi-tiered approach to behaviour management as Tier I, and in some

instances, Tier II level interventions. The authors explore various comprehensive, integrated three-tiered (CI3T) models of prevention, emphasizing the work of Sugai (2013) and his vision of the benefits of well-designed, integrated models of positive behaviour interventions grounded in data-informed decision making. Citing a variety of empirical studies and grounding each of the suggested instructional practices effectively within this breadth of evidence, the book provides a high level of credibility to these authors and their stance on supporting behaviour for all students in school settings.

Supporting Behaviour for School Success: A step-by-step guide to key strategies begins with an overview of the theoretical underpinnings of CI3T models of prevention as they pertain to educational approaches to behaviour management, then delves into specific 'best practices' in teaching and classroom management that the authors propose are mainly low-intensity strategies, or Tier I interventions. A full chapter discusses each of the seven different strategy domains that the authors endorse: increasing opportunities to respond, behaviour-specific praise, active supervision, instructional feedback, high-probability request sequences, recorrection, and instructional choice. Despite the fact that none of these individual topics is new or innovative in reference to teaching or behaviour management, this book is unique in that it situates these strategies in a multi-tiered context and also includes clearly defined steps to implement each strategy. As each chapter begins, the authors thoughtfully define what the particular strategy is, and then explain why it is considered to be effective, pairing their explanation with supportive research. Each chapter also includes an implementation checklist as well as a hypothetical illustration of how these steps can be used within a CI3T context. Furthermore, the authors have included a section in each chapter that helps those using the strategy determine how well it is working, an important consideration in this era of accountability and data-driven decision making procedures.

Of note in each chapter is the authors' description of the strategies, skillfully situated within 'real' scenarios, allowing the reader to readily envision each strategy in practice. There are also several instances of interconnectedness wherein the authors link one or more strategies together. An example of such a linkage is found in the authors' description of "active supervision," the focus of Chapter 4. Within this chapter, Lane et al. cite Colvin, Sugai, Good & Lee's (1997) definition of active supervision as the "…use of specific and overt behaviours (scanning, escorting, interacting) designed to prevent problem behaviour and promote rule-following behaviour" (p. 62). The authors then note that

this strategy is more effective when used in combination with explanations, also known as precorrections, a strategy they direct the reader to explore further in Chapter 7.

Each strategy presented in the book also contains a brief discussion of both the benefits as well as the challenges of using it, adding to the overall credibility of the content for the practitioner, as no one strategy or approach is touted by the authors as being the sole 'solution' to behaviour problems. An illustration is depicted in Chapter 6, "high-probability request sequences," wherein the authors state that this strategy should be used at the first sign of concern before natural reinforcement allows maladaptive behaviours to become too efficient for the student. Once that occurs, they note that this particular strategy may not be as effective as others.

Chapter 6 also offers an overview of the concept of "behaviour momentum," and research on its effectiveness in increasing compliance and engagement in academic tasks. Some educators may not be familiar with the concept but once they read this section, they may recognize it as something they have already implemented. Lane et al. have provided clarity on several strategies that, despite being validated in existing educational literature, may be overlooked by teachers searching for "quick-fix" solutions to manage behaviour problems in their classrooms.

The authors conclude the book with a series of "tips for success," including detailed lists of additional resources and materials, as well as clarification of often misunderstood concepts such as applied behaviour analysis and reinforcement in the realm of understanding behaviour and behaviour change processes.

Based upon my experience as both a behavioural consultant in a large school district and as a university instructor in a teacher education program, *Supporting Behaviour for School Success: A step-by step guide to key strategies* is a book that I would highly recommend for its overall content and evidenced-informed structure, as well as its practical applications. In my university courses I will be drawing upon several of its hypothetical illustrations of various strategies when guiding pre-service teachers through each of the steps. For practicing teachers, the book's format will allow for a quick reference on an as-needed basis, or a comprehensive review of best practices in the prevention of behaviour problems within the framework of a three-tiered structure. For school administrators the book serves as an excellent resource for a staff book study, providing as it does specific topics for discussion in each chapter. Lane et al. have put together an invaluable,

user-friendly collection of effective practices that will complement existing efforts to improve learning environments for all students.

References

Colvin, G., Sugai, G., Good, R. H. III & Lee, Y. Y. (1997). Using active supervision and precorrection to improve transition behaviours in an elementary school. *School Psychology Quarterly, 12*(4), 344–163.

Sugai, G. (2013). *Keynote address.* Paper presented at the North East Positive Behaviour Support Conference, Cromwell, CT.