Module 5 Discussion Questions

1. Horace Mann wrote, "Habit is a cable; we weave a thread of it each day, and at last we cannot break it."

   o How does this quote connect to the idea of teaching and reinforcing *New Actions* in the classroom?

   o In what ways do small, consistent teacher behaviors shape student habits over time?

2. Declarative language shifts communication from *commanding* to *collaborating*.

   o How might this approach change the classroom dynamic for students who resist authority or struggle with compliance?

   o Think of a directive you use often. How could you reframe it into a declarative statement?

3. Declarative language is said to "model self-regulation and problem solving."

   o What are some ways you already model your own thinking or emotional regulation for students?

   o How might increasing your use of declarative language support students' independence?

4. The module suggests intentionally noticing one quality to *like and admire* in each student.

   o How could this practice shift your mindset or influence how you respond to challenging behaviors?

   o Why might acknowledging your own emotional triggers be an important part of maintaining positive teacher-student relationships?

5. The 2x10 Strategy focuses on building relationships through small, consistent interactions.

   o Why do you think this simple strategy can have such a powerful impact?

   o What challenges might teachers face in implementing it consistently, and how could they overcome them?

6. This module emphasizes teaching replacement behaviors rather than punishing unwanted ones.

   o What's one example of a replacement behavior you could explicitly teach to a student who struggles with compliance, attention, or emotional regulation?

   o How can teaching new behaviors be seen as an act of hope rather than correction?

7. Timers, breaks, and visual schedules are described as tools that promote predictability and independence.

   o Which of these tools do you find most useful, or most challenging, to implement in your setting?

   o How can these supports help students experience success before frustration escalates?

8. Tier 2 interventions like token economies and Check-In/Check-Out systems are proactive teaching tools, not punishments.

   o How can these systems promote accountability?

   o What are some ways to celebrate progress while gradually fading supports?

9. Self-monitoring helps students develop ownership and metacognitive awareness.

   o What routines or tools could help your students learn to track their own progress or behavior?

   o How might self-monitoring also influence *your* teaching habits or communication?

10. Module 5 emphasizes that New Actions apply to both teachers and students.

    o What's one "New Action" you want to commit to trying in your own teaching this week?

    o How might that action influence your classroom climate or relationships with your students?