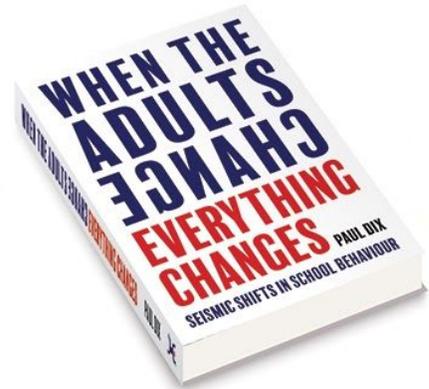


# WHEN THE ADULTS CHANGE EVERYTHING CHANGES



## Book Club Questions

### Chapter 1

- What is the impact on behaviour of a positive meet and greet at the door of the room?
- If there were three adult behaviours that could be consistent across your school/classroom what would they be?
- What emotional consistency do your pupils need from the adults?

### Chapter 2

- How might children react when their material rewards become simple recognition?
- 'Kids like Robert follow people first, then the rules'. How might you change your practice with the most disruptive students in the light of this statement?
- Should shouting to correct behaviour be banned in your classroom?

### Chapter 3

- What is the effect of a Positive Note on a child's future behaviour?
- If a child carried around an achievement report instead of a report card would their conduct improve?
- How will you build 'emotional currency' with your students?

### Chapter 4

- Is certainty of consequence more effective than the size of the consequence?
- When does a consequence become a disproportionate sanction?
- Can a school/classroom work effectively without consequences?

## Chapter 5

- What will be the most important routine in your classroom?
- Can a school become 'over routined'?
- How are you going to teach a new routine?

## Chapter 6

- How do you think students will respond to a 30 second script?
- How do you recognise an assertive teacher in the classroom?
- What is the worst improvised behaviour intervention you have seen or experienced (no names!!)? How did it go wrong?

## Chapter 7

- Does time in a booth improve future behaviour?
- If you only had 25 minutes to return a pupil to learning after they have been sent out of class how would you design the process?
- Are relationships more effective than punishment?

## Chapter 8

- Can a restorative conversation replace every sanction?
- Should a teacher 'pick up their own tab' or leave it to others to 'discipline' the child?
- Can a school become 'restorative' overnight?

## Chapter 9

- How would you deal with a child differently if you knew their poor behaviour was a consequence of trauma or attachment issues?
- How and when might you involve Parents in an ongoing behaviour difficulty?
- Why is it that so many children with Autism end up excluded from classrooms?

## Chapter 10

- Is it better to have a behaviour policy devised by the staff or handed down by the leadership?
- Why might 3 rules that might not cover everything work better than 30 that do?
- Is it more important that the rules are on display or that they fall from the mouth of every adult?

## Chapter 11

- What would you like to change about classroom behaviour in 30 days?
- How will you shift your behaviour in the next 30 days?
- Which of the strategies in the book are you keen to try first, which are you not so keen to try!?