

No Such Thing As a Bad Kid

By Charles D. Appelstein

in preparing for the discussion, I encourage you to re-read the Epilogue on page 265. In those four pages the author ties together the message of the book.

DISCUSSION QUESTIONS:

1. The book begins by encouraging us to look beyond the behavior (why did he do it), and steer clear of labels (dishonest, lazy, manipulative). Talk about why the first step in addressing student behavior looking at our own behavior. (p. 8 & p. 19)
2. As adults, we are cautioned to *respond* rather than *react* to student behavior. (p. 13) What would this look like?
3. Stage Theory of Development ascribes that an individual remains in the state of development until developmental tasks of that stage are met. An 8 year old could act or respond like a 2 year old if development was halted at that time. (p. 38-40) What implications does this have for student behavior, what examples have you seen? What does the author suggest to address this?
4. Talk about the author's "fresh perspective on talking" (p. 41) How are we to be "fillers" and not "talkers"?
5. Twenty tips for promoting child's self-esteem are listed on pages 48-52. Discuss which you see as being most successful in your setting.
6. In the need for structure, it is important to consider "contextual considerations" (p. 56-58). Which of the questions listed could you connect with?
7. Proactive planning-- "what could I have done to avert this situation"-- is discussed in Chapter 6 (p. 65-81). What are ways we could be proactive with individual students, in the classroom, and in our building?
8. Troubleshooting involves looking for patterns in behavior. What patterns do you see related to time of day, setting, or situation? (p. 83-)
9. "When responding to the behavior of challenging kids, always remember this axiom: Pay now or pay more later." (p. 89) Discuss what this statement means.
10. Frederick Demara was an interesting guy! (p. 96-97) What can you take from his story? What point was the author trying to make?
11. In responding to challenging behavior, discuss the affect scale in communication (p. 120).
12. Word choice is discussed in effective communication (p. 125). Discuss your own aversion to phrases or statements and how they affect you personally.
13. An adult pre-check list is offered for use prior to engaging with a student. Review the eight items on p. 134-136. For you, which could be impactful in creating a better outcome in the future?
14. Refer to the chart on Verbal Intervention Techniques (p. 154). Which do you see working? Are there techniques that you question their effectiveness?
15. On page 167 the author challenges the use of punching bags or pillows. Discuss his reasoning.

16. Limit setting: “troubled children often lack internal controls, they truly want the adults in their world to exert external controls that can keep them on the right path” (p. 175). Supportive interventions are listed on pages 177-197. Which interventions did you agree with, which did you have problems with, and why?
17. Discuss the use of time out as explained by the author (p. 198-212). How could time out be effectively implemented in a school setting?