


# BEHAVIOUR MANAGEMENT RESOURCES & BILL ROGERS CONFERENCE

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Sent:

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To:

[admin@circlesarounddundee.org.uk](mailto:admin@circlesarounddundee.org.uk)

Dear Colleague

I am pleased to send you the latest list of titles available from Books Education. Do bear in mind we are very happy to accept orders by email, and send the books out with an invoice. Our postal system just get worse and worse, so if you are able to do this I strongly advise you do so.

And for all those that have signed up for the Bill Rogers events, we look forward to seeing you on the day, and there is still time to book days in Edinburgh, there again just email me the booking form.

Regards

Books Education

## **The Autism Inclusion Toolkit Training Materials and Facilitator Notes**

Maggie Bowen and Lynn Plimley

This title includes a CD-Rom. A growing number of pupils with Autistic Spectrum Disorders (ASDs) are educated in mainstream settings. To support them effectively and maximize their learning potential, it is essential that all school staff fully understand their needs. This complete training package can be delivered during staff meetings and on INSET days, to ensure autism-friendly practice throughout the school. This toolkit demonstrates the value of using self-evaluation tools to improve services and includes: a CD Rom with PowerPoint slides; guidance on how best to deliver INSET; activities and case studies to facilitate discussion; discussions of issues for consideration in relation to School Access Plans and the Disability Equality Duty; and, advice on useful resources, literature and web sites. Teachers, SENCOs and management staff in primary and secondary schools will find this an essential training resource.

£24.99

## **Improving Behaviour and Attendance at School**

Susan Hallam and Lynne Rogers

Behaviour remains a huge issue of concern at all levels of education. This book draws together research and practice to uncover the complexities of improving behaviour and attendance in school and offers a range of practical solutions aimed at tackling behavioural

issues and its prevention for schools, teachers, non-teaching staff, and those working to support them in Local Authorities. It considers current concerns relating to the behaviour of children and young people, the theoretical underpinnings of possible approaches to improving behaviour and attendance, as well as what we know about the causes of disaffection. In exploring ways that behaviour and attendance can be improved, the authors examine a range of perspectives including school management and whole school policies, and behaviour in and around the school, in the classroom, and of individual pupils, particularly those at risk of exclusion from school. It discusses the work of Behaviour and Educational Support Teams, teacher coaches, learning mentors and nurture groups as ways of supporting children and young people, particularly those identified as being 'at risk'.

It also outlines ways of improving relationships between the school and home, as well as the ways that parents can be supported to assist in changing their children's behaviour and attendance. Alternatives to exclusion and new curricula are discussed in relation to their success in maintaining students in education. The final chapters focus on attendance and what can be done to improve it in the general school population and those students who are persistent absentees. Throughout the book case studies are used to illustrate examples of good practice and the impact on children, parents and teachers. The book concludes with an overview of key issues emerging for practice.

£20.99

### Using Support Groups to Improve Behaviour

Joan Mowat

Includes CD-Rom

'Joan Mowat adapts ideas about understanding, transfer of learning, and theories of mind to help restless students deal better with their responsibilities toward others and themselves' - **Professor David Perkins, Graduate School of Education, Harvard University**

Based on material that has been successfully tried and tested, this book provides an example of a whole school approach to setting up and managing support groups to improve the behaviour of pupils with social, emotional and behavioural difficulties.

Suitable for both primary and secondary schools, the strategies in the book align with the aims of the new Primary National Strategy and Key Stage 3 Strategy on behaviour and attendance, as well as the SEAL (Social and Emotional Aspects of Learning) curriculum, the Scottish 'Curriculum for Excellence' and 'Happy, safe and achieving their potential' (the standard of support for children and young people in Scottish schools).

The book explains the aims of the support group approach, and gives practical advice on:

- planning for and setting up a support group
- involving parents in the process
- assessing pupils' progress
- the role of the Support Group Leader
- evaluating the implementations of the approach
- how this approach supports new initiatives in behaviour & attendance.

An accompanying CD contains everything necessary for implementing the approach outlined in the book, along with resources to support staff development.

Teachers, Staff Development Co-ordinators, LEA Behaviour Support Teams, Teacher Educators, Student Teachers and Pastoral Care Teachers will find this an excellent and useful resource.

£21.99

### **The Dictionary of Disruption**

### **A Practical Guide to Behaviour Management**

Lousia Leaman

This informative and humorous A to Z contains a huge array of entries dealing with every aspect of managing behaviour, from minor classroom incidents to full scale riots. Each letter contains one detailed entry and several shorter ones, ranging from assertiveness to boredom, to self-esteem and warnings. Realistic and helpful, Louisa Leaman's advice will prove invaluable to despairing teachers everywhere.

£13.99

### **Managing Your Classroom**

Gererd Dixie

Teachers often find that the hardest part of their job is controlling children's behaviour. The author gives practical advice not only on how to eliminate unruly behaviour but also on how to entertain pupils.

£10.99

### **The Educator's Guide to Solving Common Behavior Problems**

Raymond Jefferson Waller

This readable, humorous book presents the research-supported principles of positive behavioural management in a way that will appeal to teachers, school leaders, and other professionals who work with children and adolescents. The author presents key behaviour management strategies with references to literature, music, and popular culture that illustrate the humour in behavioural issues while providing an overview of the foundations of effective behaviour management. Each short chapter discusses a basic behavioural strategy or principle by using anecdotes and analogies and drawing parallels to real-life situations.

£12.99

### **Behaviour Management (Ideas in Action)**

Tony Swainston

This extremely accessible book provides an introduction to managing different levels of behaviour in the classroom, providing both concepts and the practical applications and useful techniques for introducing them. It is for both primary and secondary. This highly practical series contains a wide range of books of importance to teachers, trainees and NQTs. Each book is packed with ready-to-use activities to be used in the classroom. They are

quick and easy to dip into: each technique is presented on the left-hand page, and the facing right-hand page shows a practical activity to put that technique into practice.

£9.99

### **Taking the Stress Out of Bad Behaviour**

Simon Brownhill

Numerous texts on the market focusing on behaviour management have a slight tendency to saturate the reader in theoretical perspectives and bury effective strategies in dense explanatory material. This book is designed to be simple, effective and easily accessible to the reader. The approach of the book is simple - practitioners have been asked to identify behaviours they would like to appear in a book about behaviour. These have been collated and organised into appropriate sections. Each behaviour is one that practitioners encounter in their day to day dealing with children. By using quotes and stories told by the practitioner as the starting point, each page of the text takes the form of a supportive summary which address the behaviour, identifies possible causes, notes warning signs when the behaviour may occur, and offers a range of tried and tested strategies to manage the behaviour effectively. It also ensures practitioners are provided with a series of approaches that they should avoid at all costs and offers practitioners ideas for effective prevention for the behaviour.

**Early Years Educator Book of the Month in January 2008.** 'Every practitioner should have a book like this on their 'personal, professional development' bookshelf'

This book is 'a bit of a secret treasure chest for parents ... with 80 different scenarios outlined you will find excellent advice for dealing with your child[ren]' **Junior magazine**

'This book is 'a reader friendly publication ... helpfully broken down into various sections'  
**Childright**

£14.99

### **Just Stop and Think!**

#### **Helping Children Plan to Improve Their Own Behaviour**

Fiona Wallace

Children who struggle with their behaviour, just like those who struggle with an academic task such as learning to read or doing mathematical calculations, need extra, structured, support. This resource helps educational staff to teach young people to improve their behaviour without resorting to punishment or to strategies based on lost learning opportunities. The ready-to-use worksheets encourage pupils to: / understand their own behaviour / see others point of view / think about how the future might look / consider the range of choices to action / be aware of potential help and pitfalls / plan a course of action / check and review their progress. These will help children to take responsibility for their actions - both those that get them in trouble and those that they can take to change their behaviour for the better. For this new edition, the author has revised and expanded the whole book, and added 16 brand new worksheets. It is ideal for anyone working with pupils experiencing difficulty in school and can be used in group or individual work settings.

£21.99

## What Else Can I Do With You?:

### Helping Children Improve Classroom Behaviour

Fiona Wallace

These worksheets and activities are for use with children who create low level disruption in the classroom. By encouraging young people to think about their behaviour and the effect of their actions in a constructively critical way, this resource offers a welcome alternative to sanctions and punishment. This edition has been revised and now includes a session record sheet and more than 20 new activities. It also now focuses on interpersonal relationships, attention seeking and positive behaviours. The worksheets are split into two types: o Problem specific worksheets - designed to cover annoying everyday problems such as shouting out and name calling o Target sheets - designed to support youngsters who need help to complete a number of tasks over part of a day or longer This resource is suitable for staff working with primary and middle school aged children in settings such as schools, learning support units, play-schemes, before and after school clubs and mentoring groups.

£21.99

## Not You Again!

### Helping Children Improve Playtime and Lunch-time Behaviour

Fiona Wallace and Diane Caeser

'This easy to use book helps lunch and playtime support staff to help pupils improve their behaviour by encouraging them to think about the impact their inappropriate behaviour has, not only on themselves, but on those around them, and their environment. The worksheets are not mundane punishment activities, but a chance for the pupil to learn about themselves and their actions and provide an opportunity for dialogue and discussion with their peers and adults' - **Spare-Chair.com Ltd**

£21.99

## Controlling Anger

### A Solution Focused Approach for Children

Tina Rae & Sara Daly

**Controlling Anger: A Solution Focused Approach for Children** will help to empower children to manage strong feelings more positively.

Many pupils experience difficulty in controlling their strong feelings and in managing conflict in both school and home settings. This programme aims to help children:

- avoid or manage situations of conflict, understand that they can create change
- realise that it is possible to resolve difficulties and achieve a positive outcome.

In this thoughtful approach to anger management, the authors suggest a teaching and learning model and use 'story' as the focus of pupil engagement. During the 10-session programme participants will:

- understand anger in a variety of situations, learn about physiological and behavioural aspects of anger, rehearse coping strategies
- plan positive responses to provocative situations.

A4 photocopiable + CD ROM

£35.00

## **Controlling Anger**

### **A Solution Focused Approach for Young People**

Tina Rae & Sara Daly

Suitable for ages 11-18.

**Controlling Anger: A Solution Focused Approach for Young People** will help to empower pupils to manage strong feelings more positively.

Many pupils experience difficulty in controlling their strong feelings and in managing conflict in both school and home settings. This programme aims to help young people to: avoid or manage situations of conflict; understand that they can create change; realise that it is possible to resolve difficulties and achieve a positive outcome.

**Controlling Anger: A Solution Focused Approach for Young People** draws on topics particularly suitable for teens and young adults, and uses newspaper reports on subjects such as: road rage; racist incidents; happy slapping; street fights.

£45.00

## **Anger Alphabet**

### **Understanding Anger - An Emotional Development Programme for Young People**

#### **Includes CD-ROM**

Tina Rae & Karen Simmons

The 26 elements of this programme help children understand anger and to see that it is linked with other feelings such as fear, loss and jealousy etc. They will begin to realise that anger is

not always harmful and negative but should be managed effectively.

There are complete teacher instructions, including discussion, Circle Time activities, photocopiable posters and worksheets, and ideas for plenary and follow-up work.

£21.99

### **Teaching Anger Management & Problem-Solving Skills for 9-12 years Olds**

Tina Rae, Brian Marris

Based on the work of the Hillingdon Tuition Centre, this is a practical, innovative and useful resource for nine to 12 year olds whose behaviour is causing concern. Using the theme of a young boy writing letters from a Pupil Referral Unit, each session includes: o warm up activities o reading the letter o group discussion o activities o a plenary session. By creating this fictional character, Daniel, typical difficulties can be addressed safely by the participants. The book follows a similar format to the authors' popular *Escape from Exclusion* (shortlisted for the TES/NASEN Book for Teaching and Learning Award).

£19.99

### **Emotional Wellbeing**

#### **An Introductory Handbook**

A Must-have introduction to the Teach to Inspire range

Suitable for all ages.

Gillian Shotton and Sheila Burton

**Emotional Wellbeing: An Introductory Handbook** is an essential book for those wishing to make a positive contribution to the emotional ethos of their school. Written by two popular and experienced authors who offer training to school staff, it aims to help people learn about emotional literacy and promote it with individuals, groups or whole classes. Each section includes a theoretical explanation, a description of particular vulnerabilities, plus activities, resources and a case study.

Topics covered include: recognising and managing feelings; active listening; self-esteem; understanding and managing anger; friendship skills; therapeutic stories; social skills.

£29.00

#### **Inclusion in the Primary Classroom**

Margaret Collins

Suitable for ages 5-11

**Inclusion in the Primary Classroom** is a practical resource to help promote inclusion and

disability awareness, for teachers working to raise awareness in the area of diversity and inclusion.

Both disabled and non-disabled children need help in recognising and understanding aspects of disability and inclusion. Bestselling author Margaret Collins provides a resource for the busy classroom teacher to engage all children in inclusive education. The book will create positive attitudes and will challenge and help change the children's perceived negative feelings. It demonstrates: that there are different kinds of disabilities; what they can do to help; how to show empathy; how to interact.

The first section focuses on making sure all disabled pupils are given a voice. The second section provides eight units of work that examine areas such as: race; speech and language; stereotypes; special educational needs.

The author follows her usual pattern of providing facing pages with differentiated activities for younger and older pupils. This allows a pick-and-mix approach. The book includes teacher notes, Circle Time and extension activities, and photocopiable resources (also on CD-Rom).

A4 photocopiable + CD ROM

£35.00

### **Anger Management Games for Children**

Deborah Plummer and Jane Serrurier

This practical handbook helps adults to understand, manage and reflect constructively on children's anger. Featuring a wealth of familiar and easy-to-learn game, it is designed to foster successful anger management strategies for children aged 5-12. This book covers the theory behind the games in accessible language, and includes a broad range of enjoyable activities: active and passive, verbal and non-verbal, and for different sized groups. The games address issues that might arise in age-specific situations such as sharing a toy or facing peer pressure. They also encourage children to approach their emotions as a way to facilitate personal growth and healthy relationships. This is an ideal resource for teachers, parents, carers and all those working with anger management in children.

£15.99

### **Promoting Resilience in the Classroom A Guide to Developing Pupils' Emotional and Cognitive Skills**

Carmel Cefai and Paul Cooper

Resilience is a set of qualities that enable children to adapt and transform, to overcome risk and adversity, and to develop social competence, problem-solving skills, autonomy and a sense of purpose. For children and young people it is as vital to possess these qualities in school environments as in the family and the community at large.

This handbook for teachers and educators explores ways of nurturing resilience in vulnerable students. It proposes a new, positive way of thinking about schools as institutions that can foster cognitive and socio-emotional competence in all students.

Individual chapters examine effective practices in schools and classrooms, and assess a range of classroom processes, such as engagement, inclusion, collaboration and prosocial behaviour. The author makes use of case studies throughout to bring to life classroom

activities and concrete strategies that will promote best practice for enhancing student resilience, and offers a framework that can be adapted to the existing nature, culture and needs of each individual school community and its members.

**Promoting Resilience in the Classroom** is a valuable resource for educational practitioners as well as educational officers and policy makers engaged in school development and educational improvement.

“This is a very important book, and in many ways a very unusual book. It addresses dimensions of the classroom which many others leave untouched. The social and relational aspects which are addressed here are crucial, not only for the healthy development of every individual, but also for the climate which will affect their school achievements.

This book combines a serious and well-researched model with many creative and practical possibilities for the everyday classroom. Fortunately, the great majority of teachers seek to operate their classrooms in ways which build a positive climate: they will welcome this book. I certainly do - **Chris Watkins, Reader in Education, University of London Institute of Education**

£15.99

### **CHALLENGING BEHAVIOURS POCKETBOOK**

Fintan O'Regan

All children are challenging to some extent, but some are more challenging than others. Students with social, emotional and behavioural difficulties (SEBD) can be tough to support and teach. **"The Challenging Behaviours Pocketbook"** focuses on three particular behaviour disorders: Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD).

Making extensive use of cartoons and diagrams to support the text, the book explains why some children are prone to developing a can't learn, won't learn or don't care attitude.

The author devotes a chapter each to ADHD, ODD and CD. He illustrates each behaviour type through the characters Liam, Vicky and Darren, identifies typical characteristics and then offers classroom strategies for supporting and managing students with these SEBD.

Lesson scenarios with example dialogues demonstrate how different teacher responses can lead to different outcomes and a final chapter suggests a whole-school approach to promoting good behaviour.

£7.99

### **TURNING THE TABLES ON CHALLENGING BEHAVIOUR**

#### **A Practitioner's Perspective to Transforming Challenging Behaviours in Children, Young People and Adults with SLD, PMLD or ASD**

Peter Imray

Containing real-life case studies, strategies for identification, and handy hints and tips throughout, this is the authoritative guide to tackling challenging behaviour and working effectively with children, young people and adults with severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and autistic spectrum disorders (ASD).

With a unique approach, the author stresses the need to diagnose not only the correct difficulty but the degree of learning difficulty for a lasting resolution, as well as tackling common behavioural problems such as attention seeking and task avoidance.

£20.99

### **Effective Learning in Classrooms**

Chris Watkins, Eileen Carnell and Caroline M Lodge

'The book is at once accessible, evidence-based, practical and eminently readable...Readers will find in this book a treasury of learners' voices guiding us towards the goal of more effective learning in classrooms' - **International Network for School Improvement**

'This book promotes an ambitious and inspiring conception of meaningful pedagogy and works to applaud those teachers who are determined to reflect upon, enquire into, and then facilitate "effective learning". A coherent and structured case is made for the primacy of "learning" over "work" - **Learning & Teaching Update**

This book addresses an important, and too seldom addressed issue: learning. Not teaching, not performance, not "work": this book really is about learning, what makes learning effective and how it may be promoted in classrooms.

The authors take the context of the classroom seriously, not only because of its effects on teachers and pupils, but because classrooms are notorious as contexts which change little. Rather than providing yet more tips, they offer real thinking and evidence based on what we know about how classrooms change. Four major dimensions of promoting effective learning in classrooms are examined in depth: Active Learning; Collaborative Learning; Learner-driven Learning and Learning about Learning.

Evidence from practising teachers in the form of case studies and examples, and evidence from international research in the form of useful ideas and frameworks is included.

£18.99

### **TEACHING ANGER MANAGEMENT AND PROBLEM-SOLVING SKILLS FOR 9-12 YEAR OLDS**

Tina Rae and Brian Marris

Based on the work of the Hillingdon Tuition Centre, this is a practical, innovative and useful resource for nine to 12 year olds whose behaviour is causing concern.

Using the theme of a young boy writing letters from a Pupil Referral Unit, each session includes:

- warm up activities
- reading the letter
- group discussion
- activities
- a plenary session.

By creating this fictional character, Daniel, typical difficulties can be addressed safely by the participants.

BOOK AND CD ROM

£19.99

## **THE ANGER ALPHABET**

### **Understanding Anger - An Emotional Development Programme for Young Children aged 6 to 11**

Tina Rae

The 26 elements of this programme help children understand anger and to see that it is linked with other feelings such as fear, loss and jealousy etc. They will begin to realize that anger is not always harmful and negative but should be managed effectively.

There are complete teacher instructions, including discussion, circle time activities, photocopiable posters and worksheets, and ideas for plenary and follow-up work.

At the end of the programme pupils will:

- distinguish between behaviours
- develop anger management strategies
- express strong feelings in an assertive way
- learn to recognize anger in its early stages
- develop an understanding of others' perspectives.

BOOK AND CD ROM

£21.99

## **Helping Children to Build Self-esteem**

### **A Photocopiable Activities Book**

Deborah Plummer and Alice Harper

**Helping Children To Build Self Esteem** is a great resource to use as a complete programme or to 'dip into' in order to focus on specific areas. The fun way in which the resource is presented and the way in which the children are encouraged to use their imagination has inspired children who have been otherwise reluctant to participate and engage effectively in group activities. As a Teaching Assistant I have found this book to be a very valuable, user-friendly and adaptable resource which I have enjoyed using and would not hesitate to recommend'

- **Amazon Review**

'This book Helping Children to Build self-Esteem is a really valuable resource. It provides the means, in a natural, fun and stimulating way, to support children to grow and develop healthily. Simultaneously, the children are being trained to make use of the imagination, which is the most powerful untapped resource, and as a result, will be available to them for their whole lifetime. Great for anyone involved in education or child care work.' - **Amazon**

**Review**

£19.99

## **Listening to Children A Practitioner's Guide**

Alison McLeod

'Listening to children' is one of those feel-good phrases that always features in childcare literature as if it were self-evidently a good thing. Often, however, there is a lack of critical attention to what it really means: How does one listen? How can one evidence that listening has taken place?

Starting with an introduction to the policy and practice of listening to children and young people, both individually and in groups, this practitioner's guide provides a range of practical techniques for effective listening, encompassing observation and communication, seeing things from the child's point of view, explaining difficult concepts, helping young people to talk about their experiences and express their feelings, promoting participation and eliciting their wishes and views. The book is peppered throughout with good practice checklists, good practice examples, reflective exercises and quotations from children, as well as case studies showing real situations where effective communication has been established with a child.

**Listening to Children: A Practitioner's Guide** is a rich source of insight and guidance for professionals working with children in the fields of social care, health and education, including child welfare protection, pastoral care, educational psychology and counselling, and indeed for anyone working with children.

£17.99

### **Kinship Care Fostering Effective Family and Friends Placements**

Elaine Farmer and Sue Moyers

Children are frequently cared for by relatives and friends when parents, for whatever reason, are unable to care for their children themselves. Yet there has been very little information about how well children do when placed with kin or how safe they are in these placements. This book compares formal kinship care to traditional foster placements in order to ascertain which children are placed with kin, in what circumstances, how well such children progress, and how often these placements disrupt. The authors explore whether children placed with family and friends fare better or worse than other foster children, what services are provided and needed, and how kin care is experienced by carers, children and social workers. This book will be essential reading for social workers, policy makers, students and all those working with looked-after children, and will enable local authorities to make informed decisions about where best to place children and the support needed by family and friend carers.

£22.99

### **The Practical Guide to Primary Classroom Management**

Rob Barnes

Readers of this book will want to finish it and put the techniques into practice as soon as they can!' - **Youth in Mind**

'Seems excellent - I know I would want to use this book' - **Helen Bilton, Reading University**

'Very relevant and appropriate for all trainees and the content would provide support for the area that the trainees are most concerned with' - **Jane Warwick, University of Cambridge**

Classroom management is an area of genuine concern to students and NQTs. As there is only basic coverage of classroom management issues on initial training courses, new teachers often find it difficult to cope in busy classroom situations.

This easy-to-read book helps you to select the right strategies for your classroom. The practical advice and points for reflection help you to think about why some strategies work and why others do not, and to decide which ones will work for you.

£15.99

## Managing Violence in Schools

### A Whole-School Approach to Best Practice

Helen Cowie and Dawn Jennifer

This timely text, written by experts in research, practice and training in the field, proposes a whole-school community approach to the reduction and prevention of school violence. Underpinned by recent research findings, the book is illustrated throughout with case studies, examples of good practice in action, ideas and resources including exercises, activities and checklists. The book covers:

- personal characteristics of perpetrators, victims and bystanders
- role of the family
- ethos and culture of the school
- quality of interpersonal relationships at school
- quality of the learning environment of the school
- links between school and community

The authors' approach aims to promote non-violence, improve the climate of the school, enhance relationships among staff, pupils and parents, and to support the emotional health and well-being of all members of the school community. Strategies include preventative methods, provision for the individual needs of pupils and peer support, emotional literacy and restorative practice.

The authors also provide guidance on how to create a shared understanding of school violence, how to prepare for change and how to carry out an effective needs analysis in order to successfully address the issue.

£19.99

### NOW AVAILABLE

### Bullying: A Complete Guide to the Support Group Method

Barbara Maines and George Robinson

Previously referred to as the **No Blame Approach**, the pioneering work of George and Barbara has been popular amongst practitioners seeking an alternative method to punishment for dealing with bullying in their setting. This publication incorporates an updated edition of their best selling '**Crying for Help**' and provides a clear practical guide and an explanation of the theory and values underpinning the work.

For those who are interested in understanding, using and evaluating the method this book:

- Explains how the Support Group Method began
- Charts the recent controversy over the approach
- Gives step by step guidance on using the SGM
- -Includes real life accounts from a practitioner using the method
- Answers frequently asked questions.

The publication includes George and Barbara's submission to the House of Commons Education Select Committee and a research report provided by Professor Peter K Smith who was commissioned to evaluate the use of the method.

£19.99

## **7 Successful Strategies to Promote Emotional Intelligence in the Classroom**

Marziah Panju

This book will enable readers to begin to understand and develop their own Emotional Intelligence and that of the students in their care. Learning is an activity with an emotional dimension and before students can turn their attention to cognitive learning or the prescribed curriculum, they must feel physically safe and emotionally secure. How a student 'feels' about a learning situation determines the amount of time and effort they devote to it. "Developing Emotional Intelligence" could provide the 'missing link' to achievement in our schools. This book will enable readers to begin to understand and develop their own Emotional Intelligence and that of the students in their care. They will be able to appreciate the role EI plays in promoting academic progress and creating positive, lasting changes that will help learners in both school and non-school settings. IQ, which is a measure of our cognitive intelligence, represents the raw material for our successes, whereas EQ, which signifies Emotional Intelligence, is the set of socio-emotional skills that enables the intellect to turn into action and accomplishment. Without EQ, IQ remains only a potential; this book provides the tools to nurture that potential into reality, using the seven successful strategies that the author outlines in her elevate model.

£12.99

## **Mentoring-Coaching A Guide for Education Professionals**

Roger Pask & Barrie Joy

This book explores the principles behind successful mentoring-coaching in education. As well as highlighting the many benefits of mentoring-coaching, it addresses highly practical issues such as:

Can anyone learn to be a mentor-coach? What behaviour counts as mentoring-coaching? How do I know what to do, in what order and how? What are the potential benefits? What pitfalls might there be and how might these be avoided? What is the support structure for the process?

The book features a model which helps to create successful mentoring-coaching activity in education and sets out a clear path along which to proceed. It describes appropriate behaviours and includes examples of questions that might be used.

The authors examine specific techniques and raise the kinds of questions that practitioners themselves need to consider at each stage of the simple and easy-to-memorise model. Arranged in two parts, the first part of the book encourages you to practise the skills and stages of the model that it describes and the second part explores your developing practice in greater depth.

£21.99

**NEW EDITION**

## **Coaching Skills A Handbook**

Jenny Rogers

*'This book is extremely useful for those beginning their careers in coaching and taking introductory and practitioner level courses. It is practical, accessible and covers core skills that will serve the practitioner well.'*

**Professor David Lane, Middlesex University**

What is coaching?

How is it different from therapy or counselling?

What techniques does an effective coach use?

The first edition of this book was described by many training organisations as 'The Coach's Bible' - and the second edition is no exception. It offers friendly, accessible and practical advice, which any coach can adapt to their own work. The book is brought to life using case studies and examples, helping readers to acquire the skills that are essential for becoming an outstanding coach.

£21.99

## **Coaching, Mentoring and Organizational Consultancy: Supervision and Development**

Peter Hawkins & Nick Smith

What are the key skills needed to be a successful coach, mentor or supervisor?

How can personal development be effectively facilitated?

What are the ethical guidelines for practicing as a coach, mentor or organizational consultant?

In the last ten years, there has been an enormous growth in the fields of coaching, mentoring and consultancy. These professions, like psychotherapy and counselling before them, are going through a phase of professionalization, with the establishment of formal standards, European bodies and standard requirements for supervision.

£25.99

**NEW EDITION**

## **Being an Effective Mentor**

## **How to Help Beginning Teachers Succeed**

Kathleen Feeney Jonson

Experienced teachers and administrators know how important it is to give beginning teachers the support and advice they need. This incredibly straightforward and useful guide will help mentor teachers to develop effective mentoring strategies, including how to provide direct assistance, demonstration teaching, observation and feedback, informal contact, and role modelling.

You'll also find monthly listings of activities designed to promote interaction between mentors and protégés that correspond to activities and events occurring in a typical school year. Five

additional resources, including a first-day checklist, provide valuable information and tools to help you mentor the beginning teacher.

Headteachers, staff developers, university supervisors, beginning and experienced teachers will all find this book a useful tool to understanding the complex yet invaluable process of guidance, assistance, and support needed to help beginning teachers succeed.

£17.99

### **I GET BY WITH A LITTLE HELP.....**

Bill Rogers

In this book, Bill Rogers draws from his experience as a teacher, researcher and educational consultant to emphasise that colleague support can, and does, make a difference to individual teachers and to whole school cultures. He highlights the personal and relational aspects of colleague support, including moral support, structural support and professional support. In particular, he calls upon the voices of teachers and case studies to illustrate the moral, structural and professional dimensions of colleague support.

Bill Rogers argues that colleague support can affect wellbeing, professional esteem and professional coping. He asks the questions:

- What makes colleague support effective and why?'
- Who initiates support and how?'
- How does such support affect personal coping and the ability to manage the day to day grind of teaching?'
- How does colleague support affect longer term issues such as professional feedback, appraisal of teaching, curriculum planning, lesson planning, as well as ongoing concerns such as classroom discipline and behaviour management?'
- How does colleague support affect the impact and management of change?'

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## **BILL ROGERS IN EDINBURGH SEPTEMBER 2008**

### **DAY 1 MONDAY SEPTEMBER 8th 2008**

#### **THE CHALLENGING CLASS**

#### **PRACTICAL SOLUTIONS FOR CLASSROOM BEHAVIOUR**

**Introduced by Roz Nesbit, Assistant Principal of a Behaviour Team, Wade High School Australia**

### **Managing the Harder Than Average Class**

How to: • identify a hard class and set up workable support and action plans • confront disruptive behaviour • set up classroom meetings and refocus behaviour and learning expectations • establish order, focus and direction with new class groups • begin a fresh start with a class that has lost its way • develop crucial colleague support relating to the 'hard class'

### **DAY 2 WEDNESDAY SEPTEMBER 10th 2008**

#### **BEHAVIOUR MANAGEMENT:**

#### **A WHOLE SCHOOL APPROACH**

**Introduced by Sean McParlin , Depute (Pupil Support) Year Head - Senior School ,St Margaret's Academy**

• The obvious and not so obvious benefits of a whole-school approach • How to begin a whole-school approach : purpose, aims, values and where to start • Key skills and professional development (in-school mentoring options) • Developing a whole-school policy and action plan approach • How to 'ESTABLISH A CLASS' at the beginning of the year • HOW TO DEVELOP A CLASS BEHAVIOUR AGREEMENT (whole-class/developing rights, responsibilities and rules) • Managing frustration and anger in behaviour management solutions • Managing students in and out of class

### **DAY 3 FRIDAY SEPTEMBER 12th 2008**

#### **BEHAVIOUR MANAGEMENT WITH YOUNG CHILDREN**

**Introduced by Bob Cook ex Director of Education and Cultural Studies, Dumbarton**

#### **Crucial steps with Children 3–7 years**

Bill will offer a comprehensive guide to the effective behaviour management of our youngest children. The ideas and concepts will appeal to all staff and will include: • critical first days and first week • transition to on-task learning time • helping students to manage their behaviour • challenging student behaviour • positive discipline practices • helping children with special behaviour needs • developing a teacher management plan • the importance of colleague support

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