Our book study will help guide discussions as you read the internationally bestselling book, *Hacking School Discipline*. We are thrilled with the tremendous response around the world and would like to thank you all for your support. Most of all, we are excited that students will benefit from restorative practices.

### Additional Resources

**Facebook Group:** Join us for book chats and connect with others all over the world about best practices in social-emotional learning, restorative practices, PBIS, mindfulness, growth mindset and more.

Link: [https://www.facebook.com/groups/HackingSchoolDiscipline/](https://www.facebook.com/groups/HackingSchoolDiscipline/)

**Twitter:** Follow us on Twitter [@WeinsteinEdu](https://twitter.com/WeinsteinEdu) and [@NmaynardEdu](https://twitter.com/NmaynardEdu). We regularly post helpful tips and tricks and interact with our followers.

Search the hashtag: [#HackingSchoolDiscipline](https://www.facebook.com/groups/HackingSchoolDiscipline/) to connect with people around the world.

**BehaviorFlip:** Schools can purchase the world’s first and only restorative practices and PBIS behavior management system. We developed this software using many of the principles discussed in *Hacking School Discipline*.

Link: [https://www.behaviorflip.com/](https://www.behaviorflip.com/)

**Mailing List:** Be the first to know about new blogs, book studies, articles, materials, professional development and more. You will also receive tips and tricks from world-renowned experts in the field.


**Professional Development:** We provide professional development on restorative practices, MTSS models, trauma-informed practices, mindfulness and more.

Sample offerings include:

- In-person trainings for administrators
- In-person training for teachers and school staff
- In-person teacher cohort groups (ongoing)
- Virtual data and strategy meetings with BehaviorFlip
- Virtual or in-person book studies

Email [nathan@behaviorflip.com](mailto:nathan@behaviorflip.com) to schedule.
Book Study Questions

Week 1 – Introduction
1. What do you believe are the main causations for the shocking statistics in the introduction?
2. What do you believe are the pros and cons with traditional discipline measures?
3. The quote: “Emotional regulation isn’t instinctive; it’s learned,” is a common theme in the book. How might this quote contradict traditional approaches to discipline?

Week 1 – Hack 1: Let’s Talk
1. Students don’t always have a voice when they get in trouble. Why is this problematic?
2. What is the importance of open-ended questions when talking to a child that got “in trouble”? Provide examples.
3. What is the importance of repairing the harm?
4. What are some of the difficulties you’ve had having restorative conversations with kids? What are some possible solutions?

Week 2 – Hack 2: Circle Up
1. What is the problem with sending a student out of the classroom? Reflect on some personal examples.
2. Why should we do circles even when there is not a discipline issue?
3. What are some circles best practices and why?
4. How might you make time for circles?

Week 2 – Hack 3: Repair the Harm
1. “Either we spend time meeting children’s emotional needs by filling their cup with love or we spend time dealing with the behaviors caused from their unmet needs. Either way, we spend the time.” - Pam Leo, Author. What does this mean to you?
2. What is the importance of identifying the stakeholders?
3. Why should students repair the harm?
4. What is the importance of reintegration of the student?
5. Why should every consequence be restorative and logical?

Week 3 – Hack 4: Throw Out the Rules
1. What are some downfalls of having “rules”?
2. Why are broad expectations more useful? Bonus: List some examples of your expectations and how you might improve them.
3. What do you/should you do when students break expectations?
4. How are you going to implement this in the classroom or through school-wide practices?
Week 3 - Hack 5: Create a Growth Mindset
1. Interpret this quote for a school setting: “Whether you think you can, or you think you can’t, you’re right” - Henry Ford
2. Students are expected to put themselves out there daily and learn new things. What is the last new thing you learned? Talk about what it was like to do something you previously didn’t know how to do.
3. How can a fixed mindset affect restorative circles or a student’s behavior in general?
4. What are ways to intentionally teach and model a growth mindset?

Week 4 - Hack 6: Teach Mindfulness
1. Many students lack self-awareness and regulation. What have you done to help teach or model this?
2. How can we normalize emotions. Why should we do this?
3. How might we connect mindfulness to restorative practices?

Week 4 - Hack 7: Cultivate Empathy
1. What are some symptoms of a lack of empathy? Provide some examples you have experienced.
2. What are some ways we can intentionally build empathy with students? Name some things that you have tried.
3. How can you be more intentional in teaching empathy with your curriculum or teaching?

Week 5 - Hack 8: Build Restorative Support
1. Why does a one-size-fits-all approach not work for all students?
2. What are the differences between tiers 1, 2 and 3? What supports might you or your school need to pull these off with fidelity?
3. Having a system isn’t good enough. What is the importance of progress monitoring?

Week 5 - Hack 9: Create a Snapshot
1. What are the most common negative behaviors at your school or in your classroom?
2. What are some restorative consequences for some of those negative behaviors?
3. Why is tracking, monitoring and coaching student behaviors useful and impactful?

Week 6 - Reflection
1. What are your short-term goals with your classroom or school discipline?
2. What are your long-term goals with your classroom or school discipline?
3. What professional development or school support might you need to achieve those goals?
4. How might you get others on board with discipline best practices?
5. What are 3-5 digestible tools you can take away from Hacking School Discipline?