**Transcript – Supporting adult change**

I think whenever we're thinking about shifting anything with adults, especially we're talking about going from a reactive to a proactive. We have to think about the way we deal with adults in the same way we think about dealing with kids. And so, one, we need a broad Tier 1 approach. What are we going to do to support all adults to take that mindset? But we have to realise that whatever we're doing to create that support will probably not be enough for some adults and they'll need more instruction and more support and very likely there will be a couple of adults that would

need some pretty individualised coaching.

But I think when we're really talking about moving to proactive, we have to give examples that are meaningful to people. And I've found it really useful to use an academic analogy, so to say we're going to teach this behaviour, we want to encourage that behaviour. What would that look like? And

people don't really have a feel for that, but put it in academic sense. OK, let's say you were teaching

math and this was a skill kids really needed to be successful in math. What are the things you would

do and how would you make sure those things were being applied correctly, and how would you monitor that? There's no difference between that and teaching behaviour. So, what we're

looking for are those kind of examples or analogies that provide a logic for people to base a reason for change.