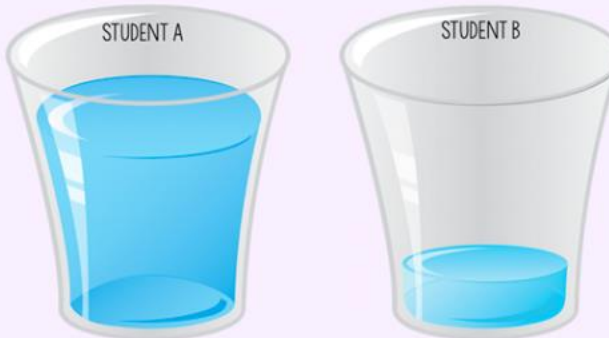


Beneath every behavior is a feeling. And beneath every feeling is a need. And when we meet that need rather than focus on the behavior, we begin to deal with the cause not the symptom.

THESE CUPS REPRESENT A STUDENT'S CAPACITY FOR STRESS OR DIFFICULTIES THEY EXPERIENCE AT SCHOOL.



Student A comes to school with her cup already full. At home, she may experience hunger, violence, or abuse. Small difficulties or challenges at school may send her over the edge.

Student B comes to school with her cup almost empty. At home she experiences support, a loving family, and security. She can handle difficulties and challenge at school without being sent over the edge.



Restorative Practices Incident Report

DATE: _____ NAME: _____

What happened? _____

What were you thinking at the time? _____

What have you thought about since? _____

Who was affected and how? _____

How can you make things right? _____

"Our brains are wired for connection, but trauma rewires them for protection. That's why healthy relationships are difficult for wounded people."

- RYAN NORTH -



Children don't often show their pain through talking. They show us their pain through 'challenging behaviour'.

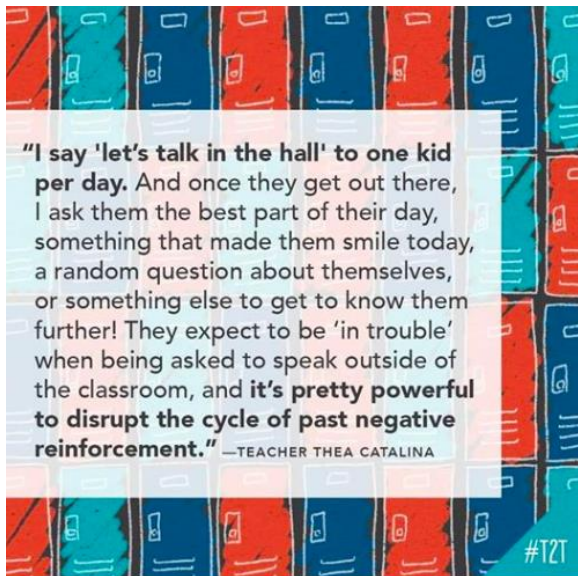
As a culture, we need to move beyond seeing challenging behaviour as 'naughtiness' or a choice, and look to what children are desperately communicating.



WHAT TRIGGERED ME

- I felt excluded.
- I felt powerless.
- I felt unheard.
- I felt scolded.
- I felt judged.
- I felt blamed.
- I felt disrespected.
- I felt a lack of affection.
- I felt I couldn't speak up.
- I felt lonely.
- I felt ignored.
- I felt I couldn't be honest.
- I felt like the bad guy.
- I felt forgotten.
- I felt unsafe.
- I felt unloved.
- I felt like it was unfair.
- I felt frustrated.
- I felt disconnected.
- I felt trapped.
- I felt a lack of passion.
- I felt uncared for.
- I felt manipulated.
- I felt controlled.

The Gottman Institute



"I say 'let's talk in the hall' to one kid per day. And once they get out there, I ask them the best part of their day, something that made them smile today, a random question about themselves, or something else to get to know them further! They expect to be 'in trouble' when being asked to speak outside of the classroom, and it's pretty powerful to disrupt the cycle of past negative reinforcement." —TEACHER THEA CATALINA

#T2T

People don't change their behavior when other people yell at them, shame them, or send them away to be alone. People change their behavior when they feel heard, understood, and loved. Growth and change require connection and compassion.


Reframing
"ATTENTION SEEKING"
by looking beyond behaviour to unexpressed needs

 CONNECT WITH ME <i>(Connection Seeking)</i>	 UNDERSTAND ME <i>(Attunement Seeking)</i>	 PROTECT ME <i>(Attachment Seeking)</i>
SEE ME, HEAR ME, ACCEPT ME; SHOW INTEREST & DELIGHT IN ME; HOLD ME IN YOUR MIND	CONSIDER & RESPOND TO MY NEEDS; ORGANISE, VALIDATE & HOLD MY FEELINGS; BE CURIOUS ABOUT WHAT'S HAPPENING FOR ME	SEE MY EXTREME DISTRESS AND THE DIFFERENT WAYS IT IS BEING EXPRESSED; SUPPORT ME TO REGULATE; HELP ME TO FEEL SAFE

Hidden Treasure with Tracey Farrell

MEETING A CHILD'S AGGRESSION WITH ADULT AGGRESSION ONLY ADDS FUEL TO THE FIRE. TO EXTINGUISH AGGRESSIVE BEHAVIOR MEET IT WITH CALMNESS AND COMPASSION. BEING CALM ISN'T PASSIVE—IT'S MATURE. BE IT TO TEACH IT.

tinypuddha.com



REBECCA EANES

WHEN YOU KEEP
CRITICIZING
YOUR KIDS, THEY DON'T STOP LOVING YOU.
THEY STOP LOVING THEMSELVES.
LET THAT SINK IN.

