



Restorative Practices, Affect Script Psychology and Neurodiversity in Education

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Circle Go Around

Your name

Your current role/job

In one sentence answer the following question



Why does restorative practices interest you?

Key Messages

**Behavioural
interventions are
biological.**

**Healthy
development
depends on the
quality of
relationships**

**Social emotional
learning changes
the brain**

**Neuroplasticity
means that neural
pathways can be
built and
strengthened
throughout life**

Relationships and the Brain

“Healthy development depends on the quality and reliability of a young child’s relationships with the important people in his or her life, both within and outside the family. Even the development of a child’s brain architecture depends on the establishment of these relationships.”

National Scientific Council on the Developing Child, Center on the Developing Child at Harvard University, 2009

The functional neuroanatomy of emotion and affective style

Richard J. Davidson and William Irwin

Modern research in affective neuroscience underlines the importance of identifying specific sub-components of emotion whose anatomical bases may be examined.

Trends in Cognitive Sciences – Vol. 3, No. 1, January 1999

Neuroscience

Recent developments in neuroimaging data have identified of circuits underlying positive and negative emotion in the human brain. Emphasis is placed on the prefrontal cortex (PFC) and the amygdala as two key components of this circuitry. Emotion guides action and organizes behavior towards salient goals. It is also proposed that the PFC plays a crucial role in affective working memory.



The Neuroscience of Restorative Justice

https://www.ted.com/talks/daniel_reisel_the_neuroscience_of_restorative_justice?language=en

The Heart Brain connection

<https://www.youtube.com/watch?v=o9fVvsR-CqM>

Center for Healthy Minds
University of Wisconsin

<http://centerhealthyminds.org>

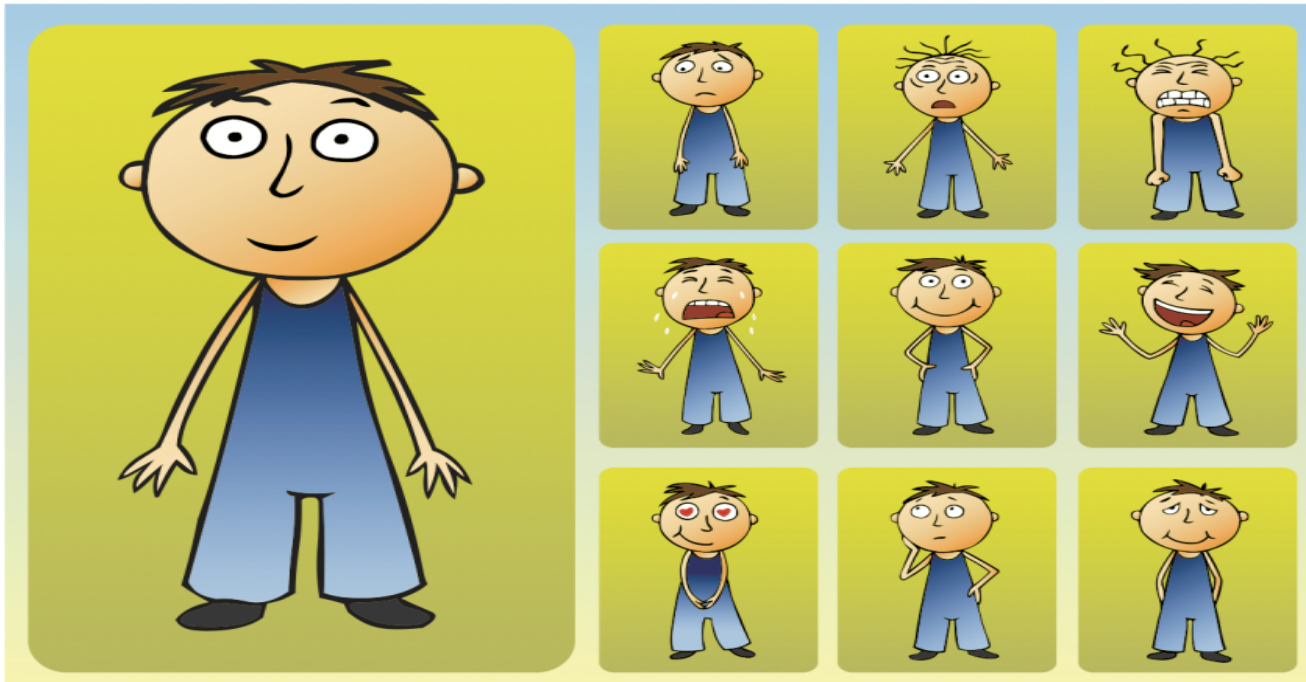
Neuroscience and Social Emotional Learning



Center on the Developing Child
Harvard University

<http://developingchild.harvard.edu>

Social and Emotional Learning changes brain structure



<http://www.casel.org/>

Neurodiversity

We've witnessed a phenomenal growth in the number of new psychiatric illnesses over the past 60 years.

The concept of neurodiversity provides a paradigm shift in how we think about mental functioning. Instead of regarding large portions of our population as suffering from deficit, disease, or dysfunction in their mental processing, neurodiversity suggests that we instead speak about *differences in cognitive functioning*.

Armstrong, Thomas. (2011), *The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain*, Cambridge, MA: DaCapo Lifelong/Perseus Books,

Neurodiversity

Rather than regarding disability categories as discrete entities, it's more appropriate to speak of spectrums or continuums of competence.

We use terms such as autistic spectrum disorders, to suggest that there are different gradations of social ability that merge ultimately with normal behavior. This suggests that we are all somewhere along continuums related to literacy, sociability, attention, learning, and other cognitive abilities, and thus all of us are connected to each other, rather than being separated into "normal" and "those having disabilities".

Armstrong, Thomas. (2011), *The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain*, Cambridge, MA: DaCapo Lifelong/Perseus Books,

Neurodiversity

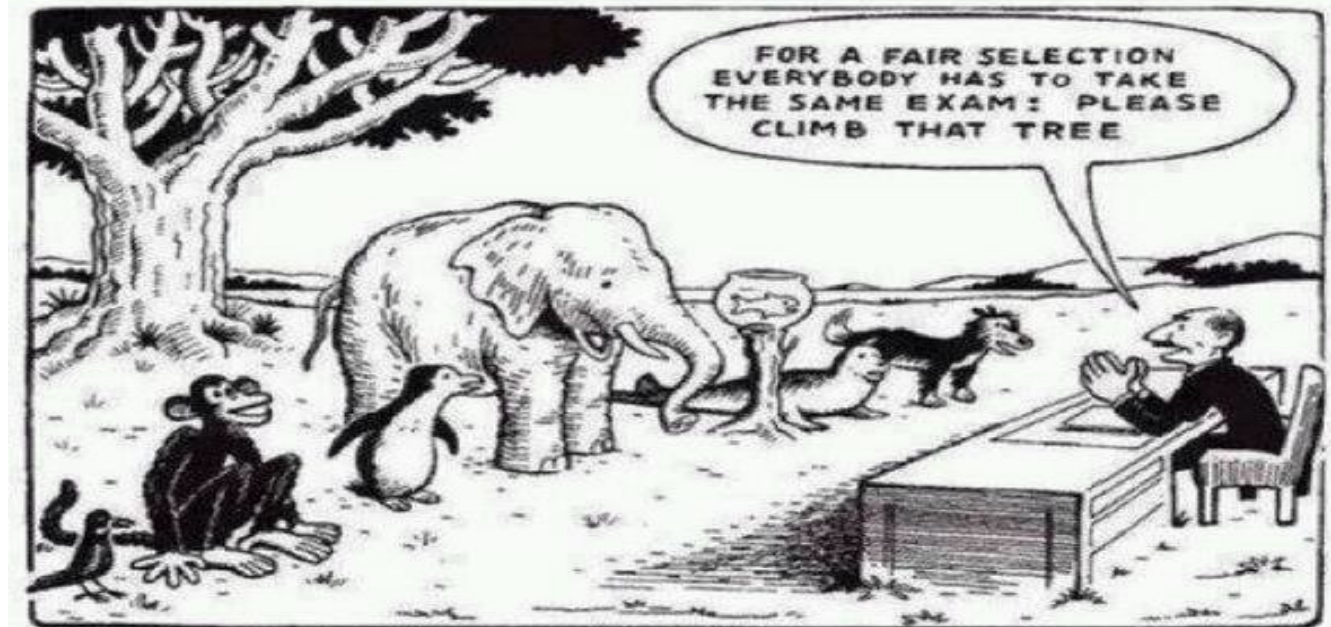
Just as we talk about differences in bio-diversity and cultural diversity, we need to start using the same kind of thinking in talking about brain differences. We don't pathologize a calla lily for not having petals (e.g. petal deficit disorder), nor do we diagnose an individual with brown skin as suffering from a "pigmentation dysfunction." Similarly, we ought not to pathologize individuals who have different ways of thinking, relating, attending, and learning

Armstrong, Thomas. (2011), *The Power of Neurodiversity: Unleashing the Advantages of Your Differently Wired Brain*, Cambridge, MA: DaCapo Lifelong/Perseus Books,

Discarding The Deficit Model
Beth Harry and Janette Klingner

Deficit, diagnosis and risk
factors

Labels and the shame affect



Our Education System

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.

Restorative Practices
provide a consistent explicit framework to build,
maintain and repair relationships

“opportunities for learning and achievement increase if:
the school environment is positive and supportive
expectations are consistently clear
children are consistently taught desired behaviors
children are consistently acknowledged for desired behaviors
and responded to in a fair and equitable way”

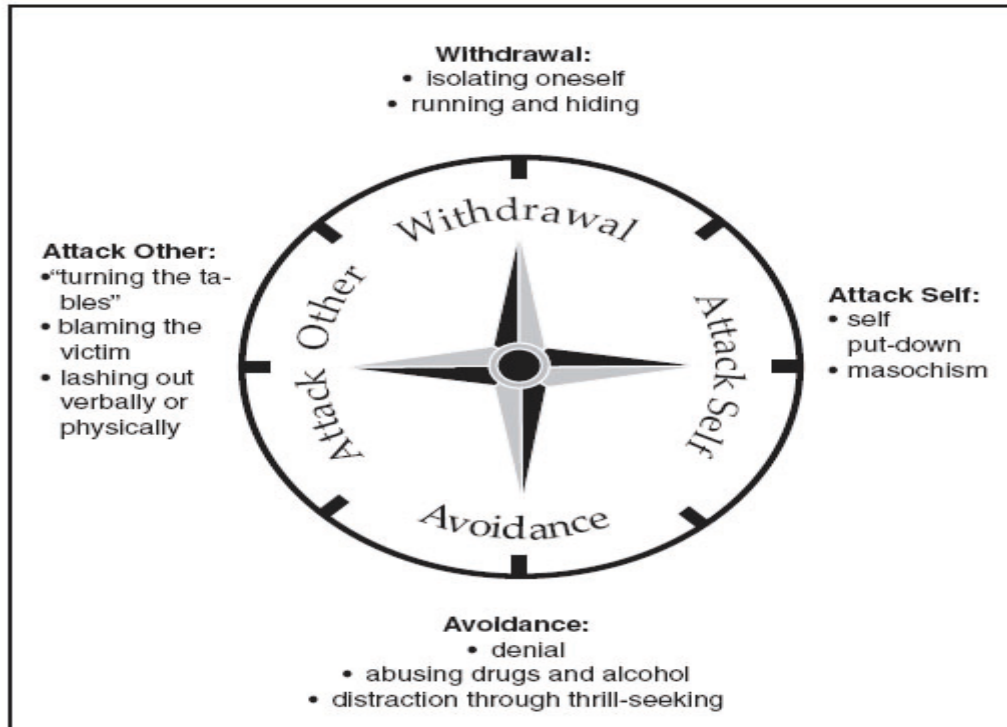
Education Review Office, New Zealand, 2014





The Affects

<http://www.tomkins.org/what-tomkins-said/introduction/nine-affects-present-at-birth-combine-to-form-emotion-mood-and-personality/>

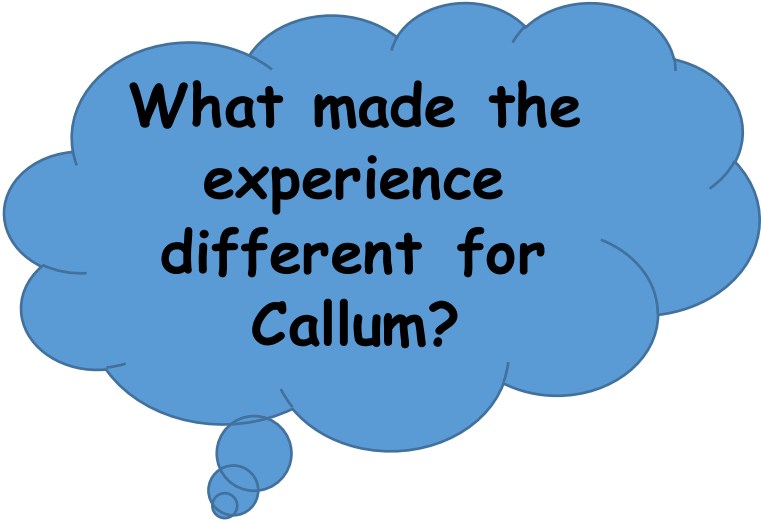


- Affect Script Psychology
Silvan Tomkins
- Reintegrative shaming
John Braithwaite
- Chronic Learning Shame
Graeme George

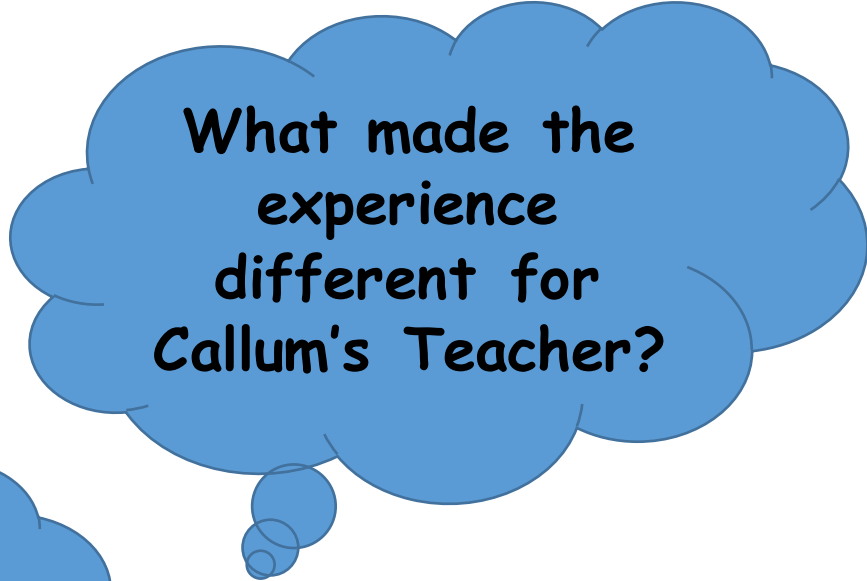
Psychology of Affects

Tomkins' Blueprint :

- *We are 'wired' to want to increase positive affect, and;*
 - *Decrease negative affect;*
- *We live best when we can accomplish these two goals;*
- *Anything that increases our power to do this favours life.*



**What made the
experience
different for
Callum?**



**What made the
experience
different for
Callum's Teacher?**

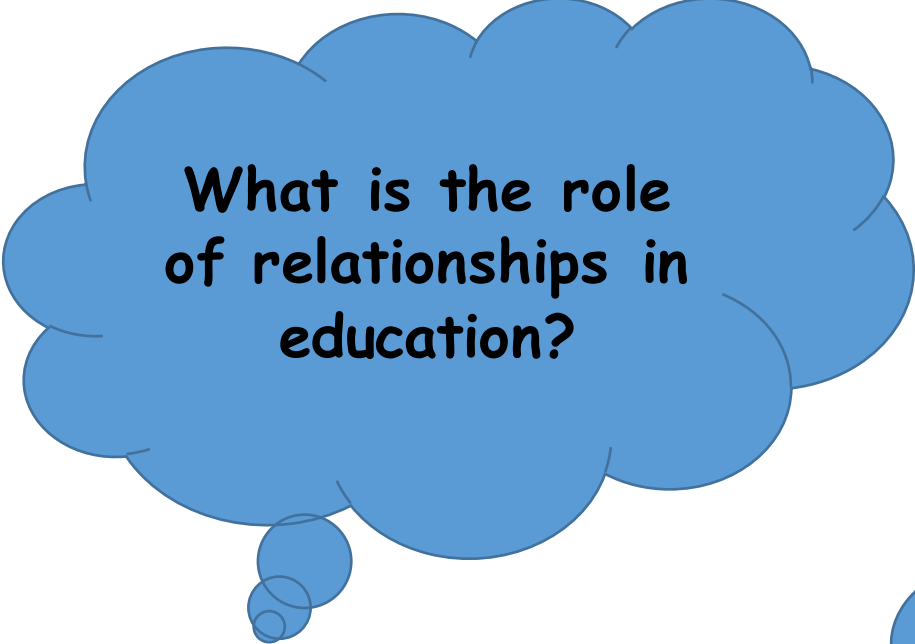


**What made the
experience
different for
Callum's Mum?**

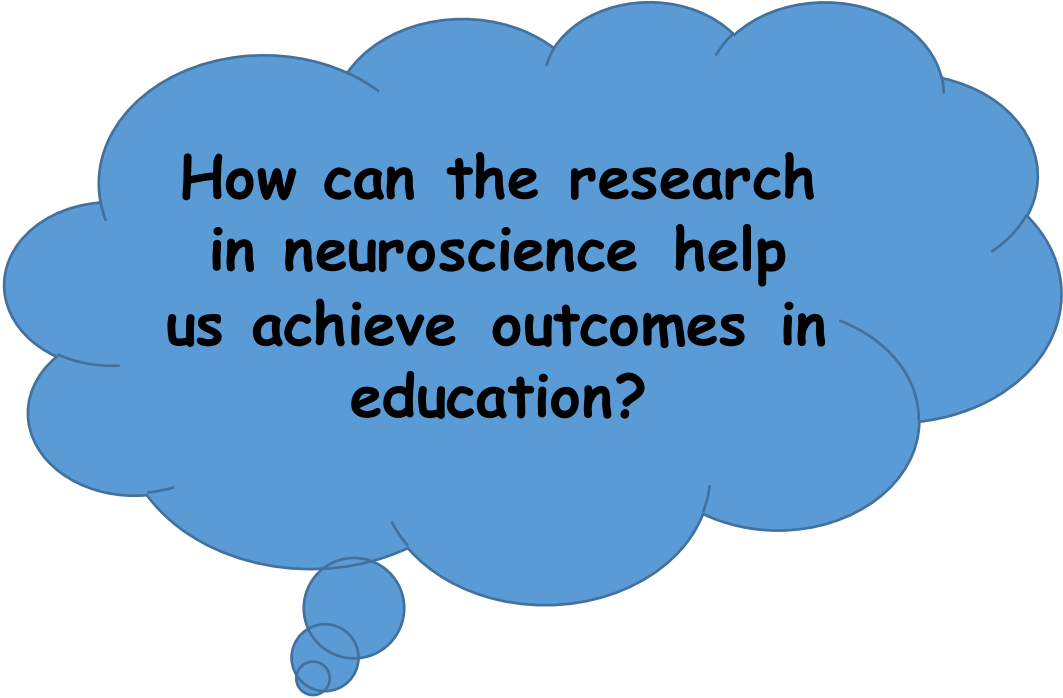


**Creating a restorative
climate.**

**It's good for the brain but
what does it look like?**



**What is the role
of relationships in
education?**



**How can the research
in neuroscience help
us achieve outcomes in
education?**

Graduate Courses with the IIRP

Continue to develop learning and understanding of the developing social science of restorative practice by studying through the IIRP Graduate School. I currently teach 3 fully online courses

To accommodate students around the world, the IIRP Graduate School enables you to complete up to 90% of your academic coursework from home. Courses are rigorous and engaging, with online, hybrid and independent study options. And connecting with supportive faculty and fellow students will boost your confidence with online technologies and environments

Visit iirp.edu/graduate-education.php
or contact me to talk through options – nicolapreston@iirp.edu



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