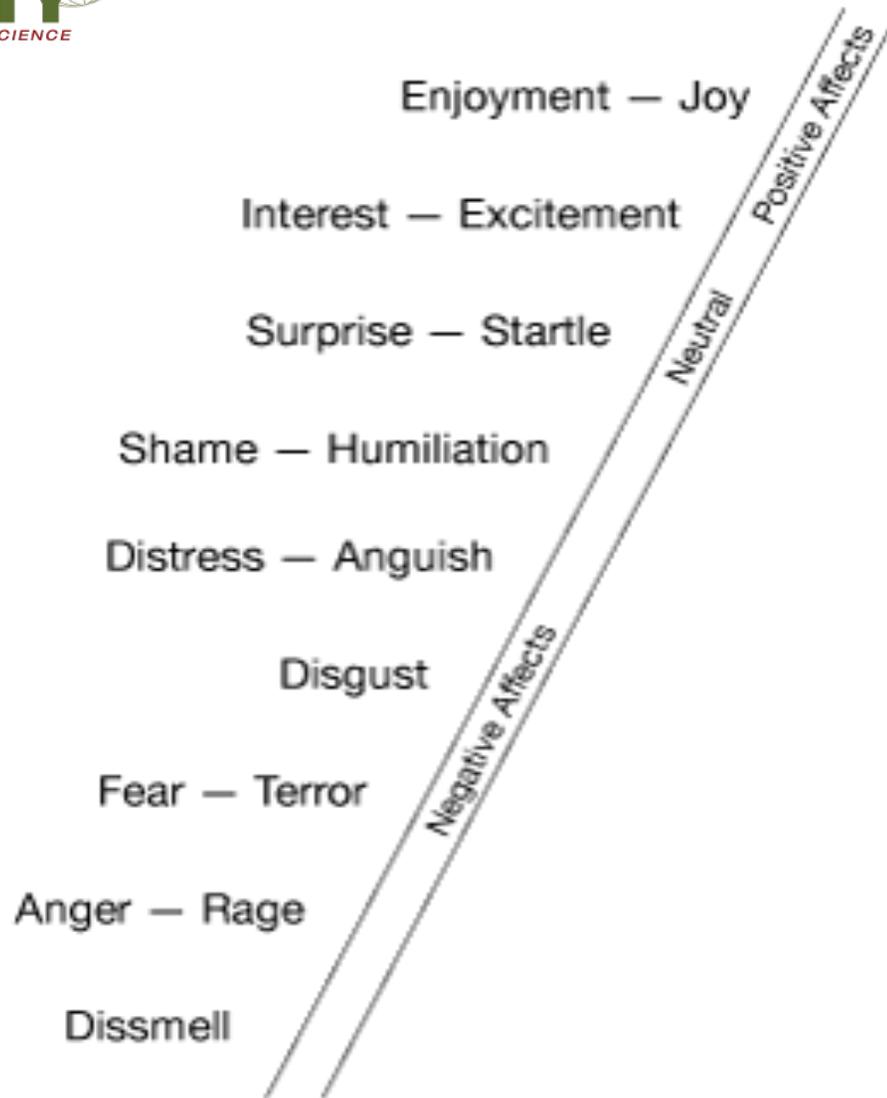


Restorative Practices, Neuroscience and the Social and Emotional Aspects of Learning

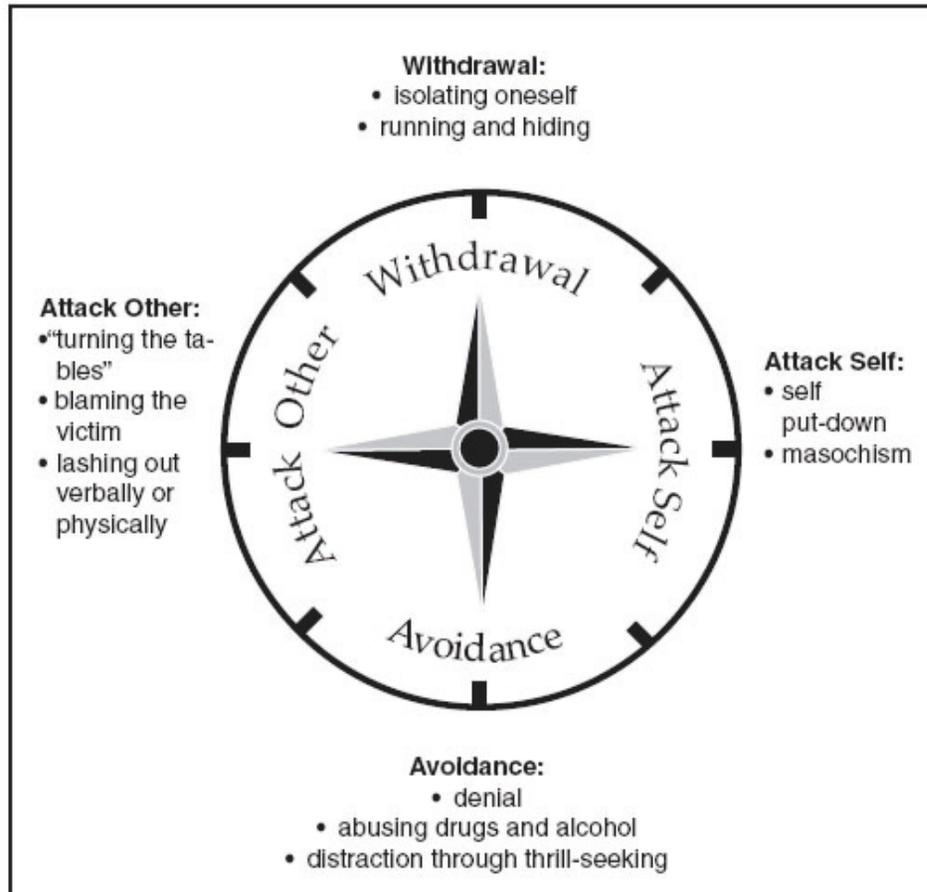
Nicola Preston

June 10-12, 2015 | Budapest, Hungary



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

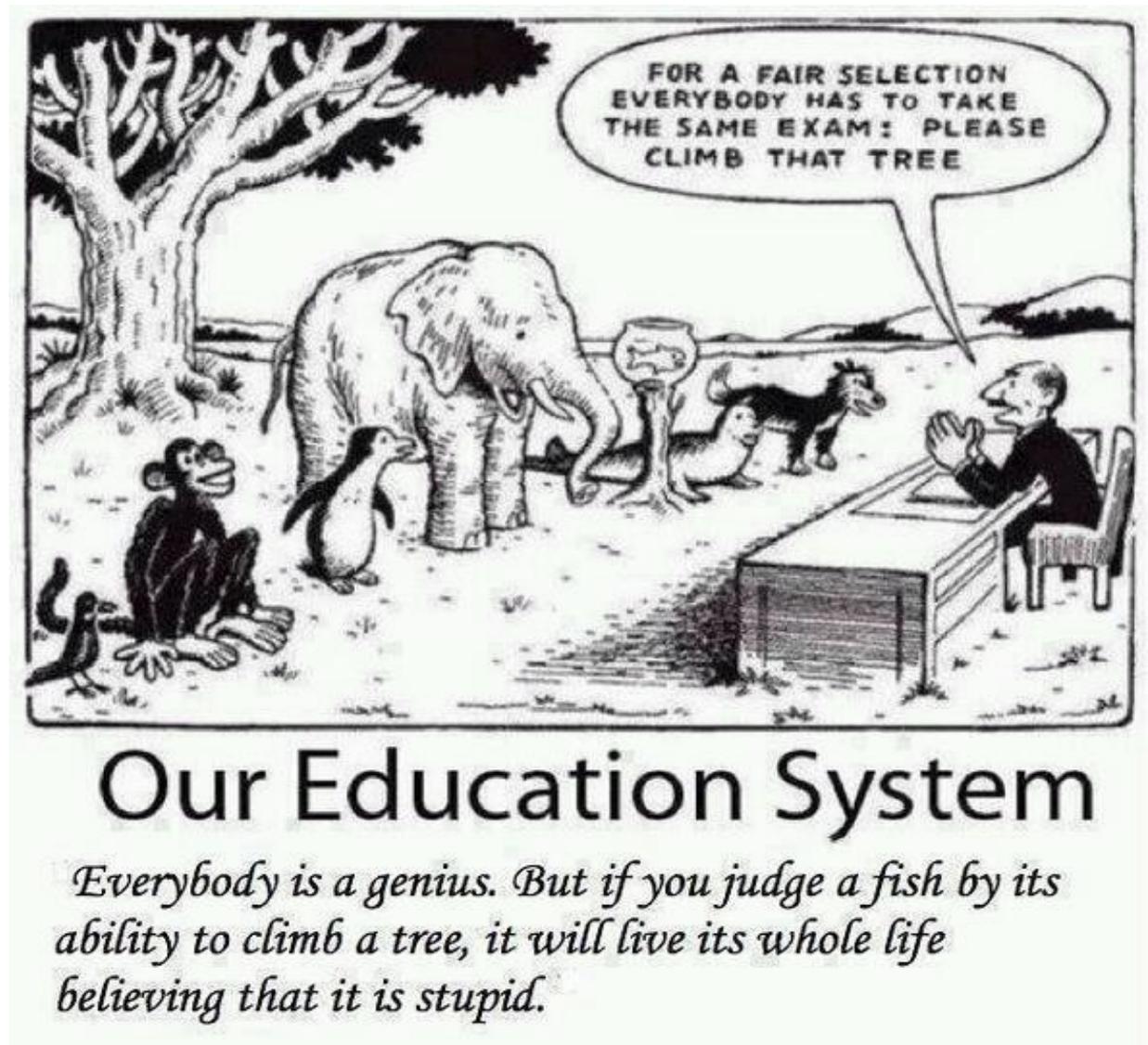
Discarding The Deficit Model

Harry and Klingner

<http://www.ascd.org/publications/educational-leadership/feb07/vol64/num05/Discarding-the-Deficit-Model.aspx>

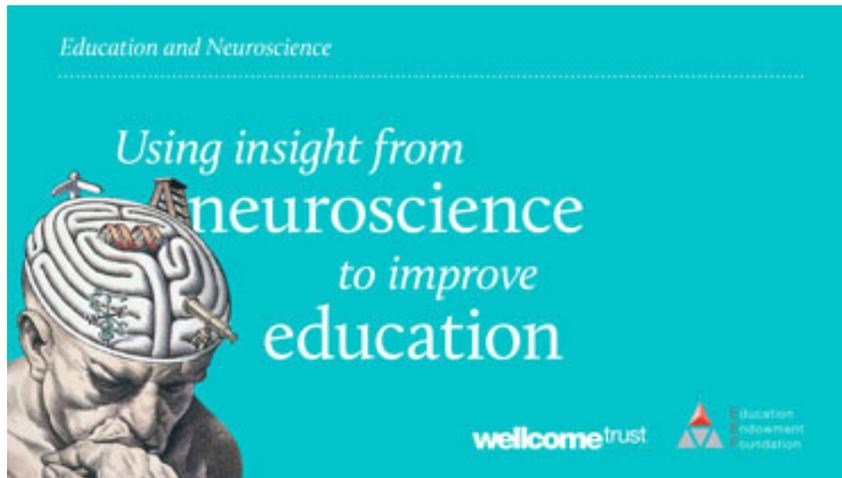
Deficit, diagnosis and risk factors

Labels and stigma



- Approximately 8% of five year olds entering school in England have significant difficulties with speech and/or language.
- Speech, language and communication needs strongly linked to deprivation and poverty in the early years. Up to 55% of children in deprived areas experienced difficulties at age five and do not have the basic skills required to read and write.
- These needs have a profound impact on:
 - Educational attainment and employability.
 - Behavioural issues, social skills and esteem.
 - Poor mental health and access to healthcare services.
 - Offending.
- 65% of offenders have a language difficulty of which 20% scored at the "severely delayed" level in assessment (Gregory and Bryan, 2010).





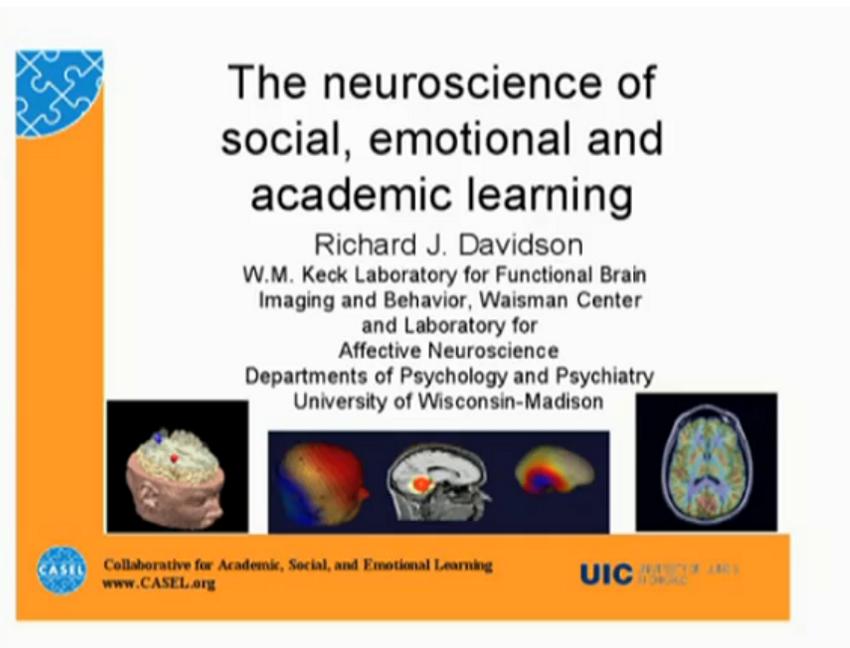
- Neuroscience and Social Emotional Learning

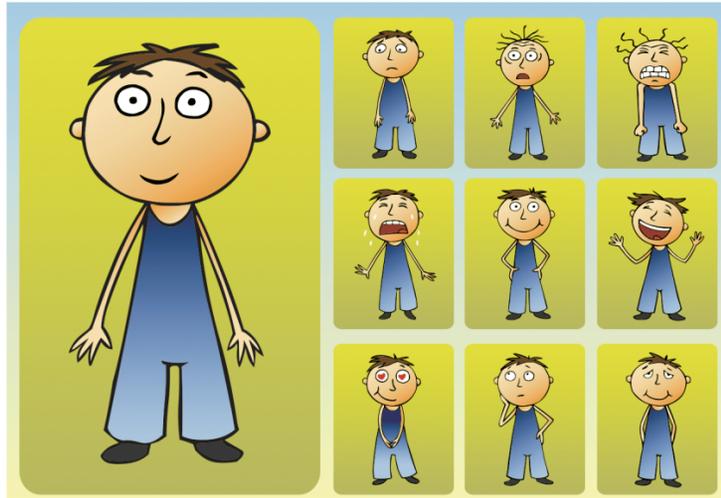
The Neuroscience of Restorative Justice

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>





- Social and Emotional Learning
- Circles
- Proactive and reactive opportunities

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

Preston, N. - forthcoming chapter in *The Psychology of Restorative Justice*
<http://www.ashgate.com/isbn/9781472455307>



**Creating a
restorative climate?**





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