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

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The Affects

- **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

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.
• 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

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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