**Toolkit**

The rationale of this toolkit is to provide information in order to empower staff in understanding, anticipating and overcoming potential challenges that their learners may face in the learning environment, as well as being able to be proactive with regards to avoiding potential areas of difficulty. This toolkit is designed to be used alongside the Securing Success Policy.
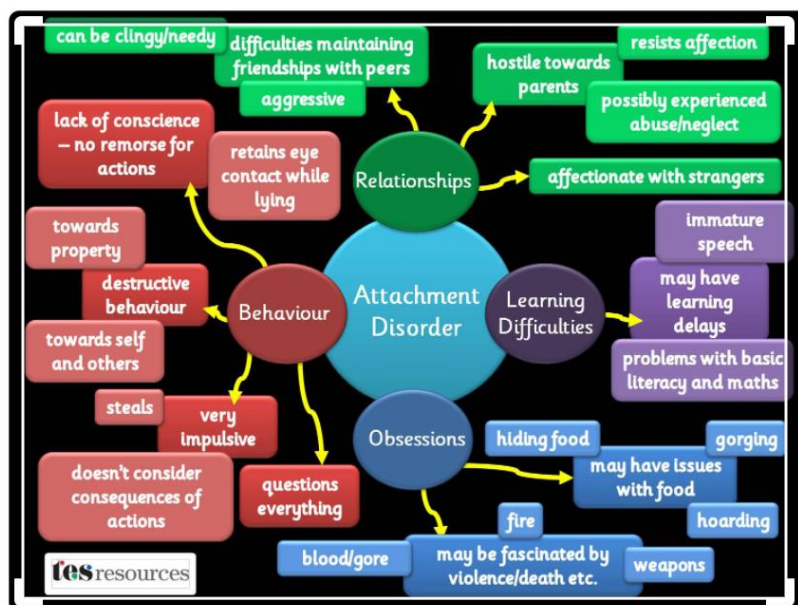
1.0   Objective 1

Establishing and Supporting Learner Context

1.1   Adverse Childhood Experiences
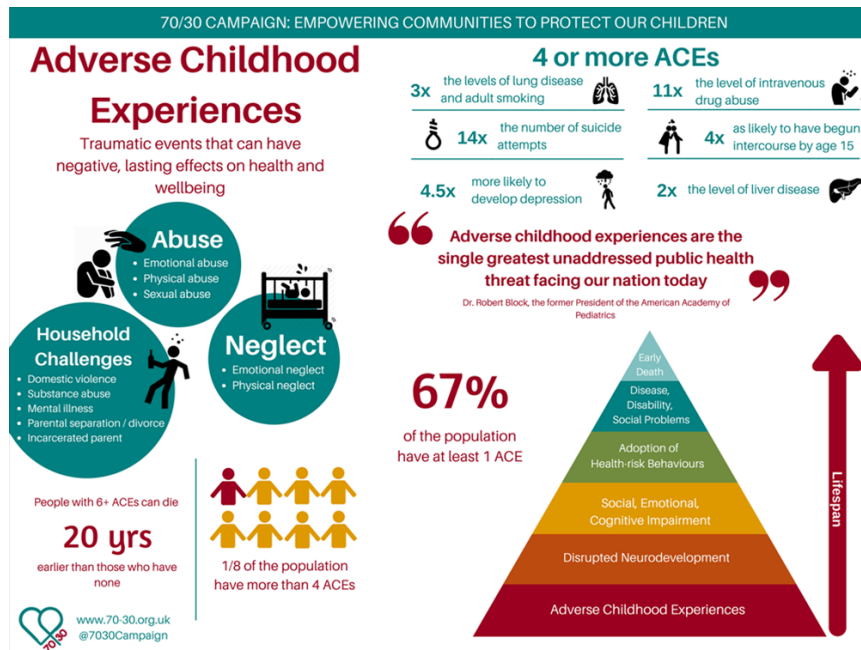
1.2   Attachment Disorder

Attachment Style	Parental Style	Resulting Adult Characteristics
Secure	Aligned with the child; in tune with the child's emotions	Able to create meaningful relationships; empathetic; able to set appropriate boundaries
Avoidant	Unavailable or rejecting	Avoids closeness or emotional connection; distant; critical; rigid; intolerant
Ambivalent	Inconsistent and sometimes intrusive parent communication	Anxious and insecure; controlling; blaming; erratic; unpredictable; sometimes charming
Disorganized	Ignored or didn't see child's needs; parental behavior was frightening/traumatizing	Chaotic; insensitive; explosive; abusive; untrusting even while craving security
Reactive	Extremely unattached or malfunctioning	Cannot establish positive relationships; often misdiagnosed

www.helpguide.org/mental/eqa_attachment_bond.htm

1.3 PACE Model - strategies to support learners who have experienced ACEs or have an Attachment Disorder

1.4.0 SEND needs and strategies to support

General guidance on providing effective learning support:

- Encourage learners to think for themselves – use questioning to check understanding and encourage learners to engage by thinking independently

- Encourage learners to ask themselves questions and use questions rather than instruction – avoid relaying instructions they have already been given, as this can create a dependence

- Focus learners on learning and understanding rather than just completing tasks – use questioning to support

- Minimise initial support to establish learner ownership of the learning – avoid the instructor role and move towards facilitating their learning

- Use chunking to support learner understanding – break down the learning into manageable chunks

- Use repetition

- Check learner understanding regularly and don't assume that they know, or think, something

1.4.1 Autism

Condition that affects social interaction, communication, interests and responses

Social Communication	Physical	Thinking
Limited understanding of verbal and non-verbal communication Limited understanding of social behaviour and ability to interact with others Avoids social contact Unaware of social codes and makes inappropriate actions / comments Unaware of others' feelings Lacks empathy One-sided conversations Lacks subtlety in expressing emotions Lack of a range of emotional expression Lack of interest in team sports	Repetitive motor mannerisms Lack of a range of emotional expression Tendency to rock, fidget or pace Unusual voice tone Little or no eye contact Sensitivity to sights, tastes, sounds or smells Tendency to rock and flap Facial grimaces or tics Over precise or pedantic speech Odd gait when running Poor motor coordination	Expects others to know thoughts and feelings Difficulty with transition and change Thrives on rules Obsessed by routine Areas of special interest Literal understanding Accurate memory for details Preoccupation with their world Difficulty remembering sequences

- Be explicit, consistent and calm

- Use multisensory learning strategies

- Avoid long strings of verbal instructions – chunk information and use visuals

- Use concrete methods to explain, particular ideas which are abstract

- Provide rest breaks if appropriate and be aware of sensory overload

1.4.2 Attention Deficit Hyperactivity Disorder

A neurophysiological condition where the student does not have their behaviours under immediate control – they may be hyperactive, impulsive, inattentive or demonstrate aspects of all 3

Inattentive	Hyperactive / Impulsive	Impulsivity
Easily distracted	Fidget	Very impatient
Miss details	Non-stop talking	Call out inappropriate
Forgetful	Touch or play with anything in	comments
Difficulty maintaining focus	sight	Show emotions when not
Lose things	Have trouble sitting still	appropriate
Leave things incomplete	Constantly in motion	Act without regard for
Daydream	Difficulty being quiet	consequences
Easily confused	Interrupts	Difficulty waiting
Difficulties processing	Blurts out answers	Difficulty taking turns
Organisation difficulties	Disobeys instructions	
Doesn't seem to listen	Acts as if driven by a motor	
Careless mistakes		
Avoids sustained mental effort		

- Be consistent and clear with regards to expectations

- Have a clear structure to your delivery

- Limit distractions and make eye-contact when conversing with the learner

- Use short sequences of instructions and visual as appropriate

- Use multisensory learning strategies and provide rest breaks

1.4.3 Cognition and Learning needs

- Use short instructions and give processing time

- Use chunking and repetition – visuals can also support this

- Phrase instructions clearly, simply and without ambiguity

- Give information in the order of completion

1.4.4 Speech, Language and Communication needs

- Ensure you are near to the learner when speaking

- Use repetitive instructional phrases and gain the learner's attention before speaking to them

- Summarise key points and check understanding before moving on

- Use brief chunks of instructions and use scaffolding in your delivery approach

- Use a multisensory approach to delivery including dual coding

- Give information in the order of completion

1.4.5 Social, Emotional and Mental Health needs

- Ensure learners are position in a place where they feel comfortable – able to see the door

- Ensure learners are clear on the schedule for the session and the learning that is going to happen

- Allow time to cool off or time to make choices

- Phrase instructions, simply, positively and without ambiguity

- Use a calm voice tone and be sensitive to the difficulties that group work may pose

1.4.6 Physical and Sensory needs

- Ensure resources are provided in the manner which the learner requires so that they are not disadvantaged

- Ensure the learners placement enables them to have the adjustments required for learning success

Assessing Readiness for Learning

A comprehensive admission process is key to securing both an appropriate programme as well as ensuring that expectations, aspirations and progression information is appropriate for each learner. Dependent on programme, the information which comes on admission may be varied and therefore it is necessary to have robust processes in place to ensure all learners are set on an appropriate learning pathway as well as accessing any additional support that may be required.

Every programme should have a comprehensive admission process mapped out to ensure an appropriate learning pathway is implemented. These should be transparent to all and where there are concerns with admission planning, this should be raised with line managers and in team meetings.

A primary part of any admission process should focus on the learner's readiness to engage with learning, as well as identifying any potential barriers. Due to a range of factors, both external and internal, the stage someone is at will determine their capacity for learning at any one time. It is vital that any learner, adolescent or adult, is assessed in their readiness for learning, in order to ensure that an appropriate package is established which enables motivation towards the learning process to be built and scaffolding towards independence secured.

1.5 Pre-Learning Stages

Stabilisation Stage

- Meeting key staff
- Accessing facilities and using them alongside key staff
- Identifying interests to use in the development of activities
- Shared identification of a micro-programme
- Development of 1 short term target a week

Engagement Stage

- Trial sessions but be flexible in length
- Identification of key staff
- Development of 2 short term targets each week

1.5.1 Learning Stage

Initial Planning

- Baseline assessment completion
- Development of the learning plan
- Monitoring of attainment and attendance begins
- Timetable developed to meet the learner needs

Fully Onboarded

- Full timetable offered
- Entry for exams and assessments made
- Ongoing review of timetable and progress

Transition Planning

- Applications required are made
- Transition plan developed
- Exams and assessments completed

Building Learning Behaviours

1.6 Motivation

Regardless of whether adult or adolescent, not everyone is at the same stage developmentally and this is also the same for motivation. Motivation is something that initiates, guides and maintains goal-focused choices but that it also an internal process that can be developed. Five of the main reasons why someone may be demotivated are:

- Not understanding the relevance of what is being taught, how this learning relates to them and the positive impact it could have on their future.
- The fear of failure or embarrassment, which prevents those from demonstrating determination, resilience and taking risks in their learning.
- Feelings of inadequacy, particularly for those who have experienced repeated failure when engaging, or attempting to engage, with education and have therefore established a clear idea as to what they can and cannot do. This can equally be the case where someone is missing specific skills, understanding or strategies required for the learning.
- Un-inspiring learning, which means the learner anticipates the feelings of boredom, even before they have begun something.
- SEND barriers to learning have not been properly addressed or supported, including environmental and communication factors.

Prior experiences of education may have shaped these demotivating feelings so as educators we need to actively work to build and nurture this motivation. Every person is born with intrinsic motivation linked to a desire to learn. As educators, we need to support the building of this, as this desire is dampened as an individual ages.

Psychologists have identified that building this desire lies in providing a learning environment, in which all key psychological needs are met. In broad terms, these are the needs for: belonging, empowerment and fun. In developing these areas, intrinsic motivation is increased as: Learners feel that they are part of a community and within this community they are valued, needed and connected. The learner feels competent to succeed and achieve as well as being free to make choices and be autonomous. The learner experiences feelings of excitement, variety, adventure, amusement and surprise. As educators we are able to develop each of these areas, using our pedagogy and precise delivery methods that: ensure learners take responsibility for their learning and know how they are progressing, use modelling, scaffolding and independence to ensure success is attainable and incremental, gaps identified are fully addressed, and adjustments are made to avoid situations which could generate feelings of inadequacy.

Motivation Myths

- Some learners can't be motivated – they can you need to find something that is a motivator for them
- Competition is a motivator – only those who feel they have a good chance of winning will be motivated by the competition
- Teaching is about learning not motivating – connections are vital to motivate and therefore teach
- Incentives are good motivators – these tend to only work for low order tasks and not those requiring sustained thought and effort
- Consequences will motivate – only likely for those who fear punishments and expect to conform

Building Motivation

Intrinsic motivation can be built through the need for belonging, the need for empowerment and the need for fun.

The need for belonging can be approached through the creation of positive peer relations in the learning community and building positive education / learner relationships.

The need for power can be developed through giving the learner control through taking charge of certain aspects of the learning environment, monitoring and supporting peers, self-assessment and self-selection of activities. A need for power can also be satisfied by giving the learner opportunities to achieve and succeed by using precise success criteria, enabling early success, reinforcing the work undertaken, ongoing assessment of the learning, getting learners to reflect on their achievements (verbally and in written feedback) and recognising the effects made through the learning journey.

The need for fun can be developed by creating intrigue in the learning, making the learning active, using music in the learning environment, using humour and rewarding spontaneously, by using a variety of learning strategies and ensuring it feels relevant for the learners.

Motivating Adults

Of the above approaches, the ones which are found to be most successful with learners whom are adults and may have been out of education for some time are:

- Make the learning as relevant as possible
- Use humour

- Make courses as accessible as possible, including for those who have not been in education for some time
- Chunk your content
- Appeal to the different learning strategies that may be in the room
- Make the learning visually compelling
- Offer feedback and accept feedback with regards to the learning

1.6.1 Pedagogy that supports motivation

When considering how pedagogy can support motivation, it is necessary to follow on the motivational need for empowerment. In order to create situations when learners are knowledgeable and empowered to learn the underpinning pedagogical concepts to be considered are:

- Learners know what they are learning and the journey they will take
- Learners have clear success criteria
- Learners have the opportunity to learn from good examples
- Educators chunk learning down into achievable steps
- Educators guide practice through modelling and scaffolding to ensure readiness for independence

1.7 Resilience

In order to cope with working in the stretch zone, learners need to develop an academic buoyancy so that they are able to cope with different challenges, mistakes and getting stuck. The growth mindset principle is one that can support in developing learners who are able to demonstrate the resilience required for learning.


Strategies to developing a growth mindset include:

- Assess current mindset
- Explore the reasons for developing a growth mindset
- Change perspectives on failure
- Understanding limitations
- Use the language of the growth mindset
- Learn about how the brain works
- See challenges as opportunities
- Reflect on learner points when something is unsuccessful

- Avoid seeking approval from others
- Focus on rewarding actions and not traits
- Use the word yet more often.
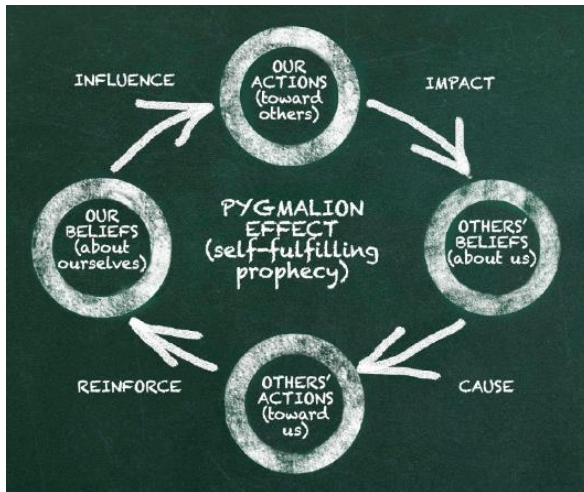
Ways to support younger learners in managing mistakes in order to support the development of a growth mindset.

9 WAYS TO HELP STUDENTS LEARN THROUGH THEIR MISTAKES
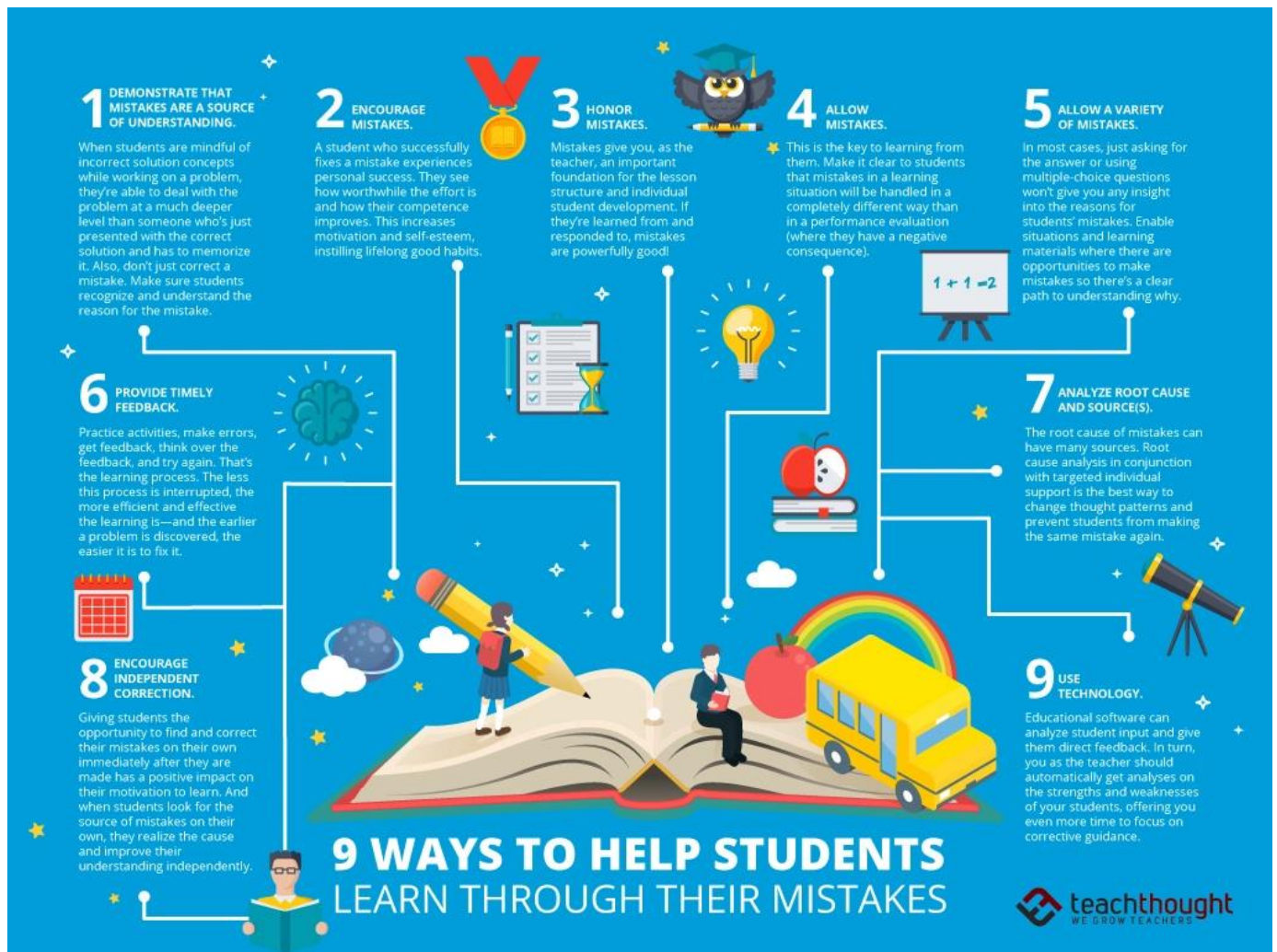
Aspiration and Expectations

1.8   Power of Expectation

Pygmalion Effect established in 1965 states that high expectations cause an individual to work to meet these.

Golem Effect established in 1982 states that if someone has negative expectations of us then they are likely to adjust their delivery and in turn this means the individual is more likely to meet these.

1.9 Self-Efficacy Theory

Established in 1977 identifies the factors required for an individual to believe in one's own ability to succeed.

1.10 Stretch and Challenge

Having high expectations means that learners are encouraged to engage in their own learning by being active participants in the session and taking responsibility for their own learning, grasping the initiative where possible. Stretch and challenge does not mean doing more, instead it's about the depth of the learning. There are agreed characteristics of high achieving learners which need to be taught in order to develop in the individual.

1. Self-awareness and a sense of control and influence over learning

2. Sharp and precise use of vocabulary, good command of academic English and fluent numeracy

3. Knowing what success looks like

4. Positive learning dispositions that support self-confidence and motivation

5. Good speaking, listening and critical thinking skills

6. Good social skills

7. Good independent study skills

8. Learning beyond the syllabus (depth)

9. Linking learning to the real world (breadth)

10. Knowing how to make use of appropriate resources and support

If your learners are experiencing difficulties when being stretched and challenged, it is necessary to ensure that they have these characteristics.

When planning for challenge, questions that the educator should ask themselves are:

- Are all learners expected to develop their knowledge and skills during the session?
- Are the learning objectives challenging for all?
- Is the subject content relevant and challenging?
- Is the bar of expectation high for all learners?
- Is appropriate support and scaffolding in place to support achievement of the level of expectation?
- Are there opportunities for the educator to model formal, subject specific terminology for learners?
- Are examples of excellence being shared, discussed and deconstructed to aid understanding?

Learners need to be in a situation of stretch in order to make best progress as outlined through Zygotsky's Zone of Proximal Development. If a learner reaches the panic zone, then learning is unlikely to happen and strategies should be implemented to bring the learner back to the appropriate zone.
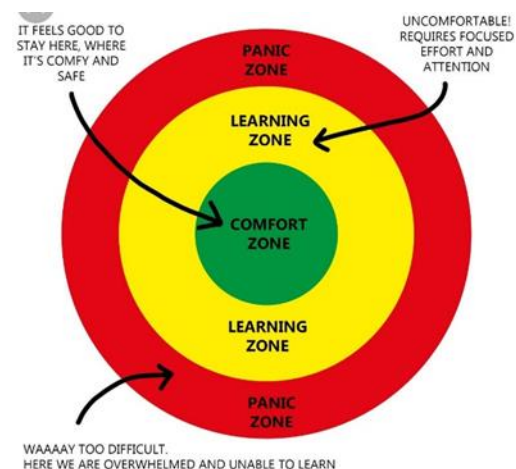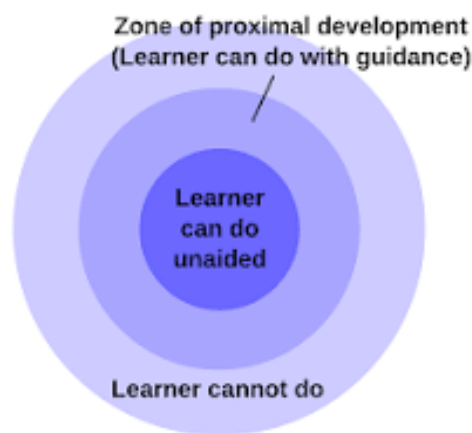
2.0   Objective 2

Strengths-Based Culture

2.1   Language and communication

Everyone who interacts with a learner has the potential to be a role model and therefore at Hampshire Achieves we care that all role models we provide learners with are those whom they can learn from

When we communicate, only 7% of our communication is through the words we speak, 38% is communicated through the tonality of our voice and 55% of our communication is entirely non-verbal and communicated through body language. Alongside this, non-verbal communication is detected by the parts of our nervous systems that identify whether we are going to deal with a situation or fight, flight or freeze. This means that even if we say the right things a person's subconscious will detect whether this aligns with the communication of our tonality and body language.

As the educator we must genuinely be unable to be provoked, in order to manage all aspects of our communication and to enable our learners to stay in the zone of regulation and not move to hypo or hyper arousal. An educator's behaviour will have an impact on that of their learners and therefore they must consistently display the professional skills and abilities to either de-escalate or remain appropriately, emotionally available for their learners. This can be achieved by the framing of a situation, being self-aware to potential triggers and having confidence in de-escalating situations.

De-escalation of a situation which occurs can be supported by ensuring that the educator never participates in any sort of confrontation and instead employs strategies such as emotion coaching, distraction or using listening as a tool to help diffuse the situation. In order to know how best to response time should be invested in understanding the cycle of crisis, as outlined in the toolkit. It is also vital after something has happened for staff to take time to reflect as to what the trigger may have been and ways to better support or avoid this in future.

Consistency is vital for securing an approach. With consistency, routines and known expectations are created and thus an environment becomes safer for a person experiencing a situation of heightened arousal. Consistency creates predictability which is vital for supporting feelings of security.

Language is one tool of response, so it is important to consider language uses, to create situations of supported challenge rather than threat, to model the behaviours you are expecting and to explicitly support learners in developing the skills required for successful interaction and resolution.

The language we use to explain an event or the action of an individual, frames it for those it is shared with. Being able to positively reframe a situation to avoid attribution of blame, requires the insight to interpret it in different ways and to choose an interpretation that leads to better outcomes.

Example of how language can be used to reframe our thinking:

Negative framing	Positive re-framing
Won't	Still learning
Judgemental	Curious
Wilful / defiant	Too many stressors / skills deficit

Attention seeking	Care seeking
Lazy	Doesn't know how to do it / trying to get
Stubborn	started
Impulsive	Determined
Dependent	Spontaneous
Timid	Connects well
Rebellious	Cautious
Self-centred	Courageous
	Independent

CONSIDER BODY LANGUAGE

Soft eyes

A smile

Rhythmic, story-telling voice

Gently rocking

Hands in full view

Low or crouched

MAKE YOUR FEELINGS EXPLICIT

"You are safe here."

"Right now my face might looked stressed because I'm just trying to juggle a few things to do with work, it's nothing about what you have said or done."

"Let's talk about what just happened, but before we do I want you to know that you are safe here, and I'm right here for you."

"I do feel sad and upset that you hit me, and I also still love you very much. It's normal for people to have two different feelings at the same time."

"You might have seen me talking to Sam about what happened. It's important that I keep things safe for everyone and that you know I don't feel cross or angry"

Language and communication are vital tools in establishing a strengths-based culture. Educators should be mindful at all times as to how they communicate in order to generate a culture of positivity and acceptance to both the conscious and parasympathetic nervous system.

Staff should be supporting in developing their own resilience in the reframing of situations to dissociate the action from the individual, as well as how to re-frame situations to view situations with a strengths-based lens. This can be achieved through supported reflection and CPD.

Situation Reframing

Instead of	Consider
Attempted to damage	Things were broken through frustration
Used the incident to	Appeared to be seeking additional support
Became aggressive and angry	Behaviours were indicative of a fight response to the situation and escalating emotions
Soon became frustrated	Appeared agitated by the situation
Threw themself to the floor	Dropped to the floor
Responded aggressively	Responded in a tone which could be interpreted as aggression
Attempting to physically assault	Tried to make potentially harmful, physical contact
Began screaming	Voice became increased in volume, pitch and urgency
Tried to attack / lunged at me	Tried to make physical contact suggesting a fight response to the situation
Extreme level of aggression	Physical / verbal responses indicated frustration and an increasing fight response

Verbally aggressive / abusive / threatening	Language and voice indicated a heightened response to the situation
Being unsettled	Demonstrated periods of hyper arousal / heightened / unpredictable responses
Didn't want to engage	Too heightened to be able to respond
Assaulted / targeted staff	Heightened fight response resulted in staff being made contact with
Reacted aggressively	Responded in a heightened manner
Restrained by staff	Held in … for safety
Confrontational and angry	Obviously heightened and entering a fight response
Removed the weapon	Removed the item which could have potentially been harmful
Eyes bulging	Eyes were visually distressed

Consistency is vital for securing an approach. With consistency, routines and known expectations are created and thus an environment becomes safer for a person experiencing a situation of heightened arousal. Consistency creates predictability which is vital for supporting feelings of security.

2.2   Co-development

Co-development ensures everyone is involved in the process and therefore has commitment to the plans made. It is a strategy which works for inclusive participation and requires implementation by all in order to have success. It also ensures all involved have the opportunity to have a voice and to share their views which can support in the creation of a sense of belonging, necessary for increased motivation.

Consistent and explicit expectations which are generated in collaboration, allow all to take responsibility for their actions in a safe, supportive environment. When made explicit all are aware of both the expectations but also the outcome of them not being met. Shared expectations for the learning environment or learning packages can be jointly identified through discussion with learners. In order to have effect, they must be modelled by educators at all times in order to demonstrate to the learners what these expectations look like in practice.

2.3   Reward and Recognition

Celebrating Success

Authentic recognition is vital in the supporting and building of intrinsic motivation and celebrating the progress that is being made. For recognition to have an impact it must be authentic, specific, timely and connect to the bigger picture of the learning. Only then will the recognition support in making choices become habit and therefore creating a sense of permanency of behaviours and choices.

To begin learners may need this recognition more frequently to gain instant gratification, however with time you would want to enable your learner to be able to delay their need for gratification, so they do not require recognition or feedback so frequently as this will also support in scaffolding independence.

Rewards can also incentivise and help acknowledge positive choices which are more than just the norm and can support with working towards being able to manage gratification which is delayed.

Giving Praise

- Praise effort rather than achievement
- Avoid personal judgements when giving praise
- Be sincere with the praise
- Be specific as to what you are praising
- Encourage learners to reflect on their achievement and to praise themselves.

Proximity Praising

This is when you use the public praise of an individual to assist others learners in recognising the benefits of the chosen actions and therefore the likeliness that they will adopt them.

Ego Praise

This is where you talk to another learner about something an individual has done really well, so that they can see their achievements being acknowledge to others.

Stealth Praise

This is where you talk to another member of staff about something an individual has done really well, so that again the individual can see their achievements being good enough to be mentioned to other staff members.

Written Praise

This is where the specifics of the praise is recorded for the learner who finds any public recognition difficult or whom likes to return to previous achievements at a later date.

2.4   The Environment

The learning environment is key for promoting the key messages and culture required for motivated learners. When establishing a learning environment for all to flourish the following needs to be considered.

BASIS Approach

- **Belonging**: an overriding sense that the learner is part of a group whose contribution is valued.

- **Aspiration**: Learners set and work towards achievable goals, reflecting on progress as they do so.

- **Safety**: Learners feel safe and secure in the learning space and across the learning environment there is consistency in expectations and standards.

- **Identity**: individuality is recognized and not threatened, and learners know what they themselves are realistically capable of (those who don't are supported in seeing this).

- **Success**: all learners achieve success including learning via mistakes (which are viewed as a valuable learning tool.)

2.5   De-escalation

Age-appropriate strategies should be used wherever possible and appropriate to de-escalate a potentially challenging situation. Many of these are repetitive and engage the logical part of the brain to soothe the part of the brain which has been experiencing the heightened emotions.

• Walking • Dancing • Running • Use of trampoline or skipping • Drumming • Tapping • Draw or colour • Singing • Breathing activities • Reading • Music • Validate feelings not actions • Puzzle or brain teaser • Ignore undesirable language or tone in the moment	• Move to the same level as the person • Listen to the person • Be calm • Use humour • Lower your voice • Use a fidget device • Give choices • Remove any audience • Remind them of something they can do really well • Ask them what would help • Keep doorways unblocked

2.6   Information, Guidance, Advice and Signposting

Regular and clear information, advice, guidance and signposting opportunities demonstrate to learners the high aspirations and expectations we hold for them, as well as ensuring that the process being made is explicit, so every learner knows what they are working towards and what progress they are making towards their point of progression. Regular review of goals will also support in the development of learner motivation.

Across Hampshire Achieves we utilise colleagues from Hampshire Futures to support in identification of possible next steps, therefore ensuring that the advice provided is from a skilled individual.

Analysing Situations of Challenge

3.1   Analysing behaviours

Behaviour is a communication of a particular need or difficulty. Although some behaviours may not seem socially desirable, for the individual the behaviour is the best way that they know of communicating their needs and therefore for the individual it feels right and proportionate in the moment.

When analysing behaviours, it is necessary to hold in mind any needs of the individual, as these may give clues as to underlying triggers. Analysis of behaviour should be undertaken using the ABCC model. First to consider is what was the antecedent which acted as a trigger to the behaviour, then what the behaviour was, the consequence of it and what it was communicating. Only when this has been completed is it possible to intervene prior to the trigger point, in order to work towards changing responses which are not socially appropriate.

When analysing behaviour it is sometimes noted that there doesn't seem to have been any trigger or that the behaviour came out of nowhere, however our knowledge of the human mind identifies that this would not be the case and there will always be an antecedent, however sometimes these may be more difficult to identify, or may be a succession of events leading up to the point of the behaviour being seen.
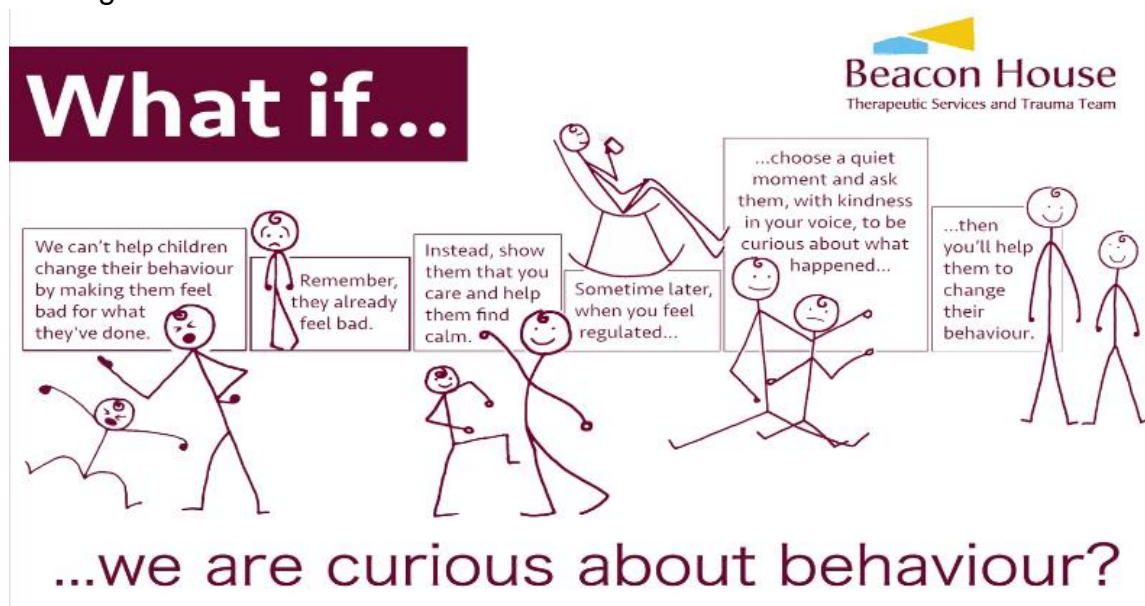
When considering behaviour, the educators need to try and find the reason and be consistent in their approach. It is important to remember that if you allow something then you are encouraging it, even if it only happens once.

3.2   The Crisis Cycle

The crisis cycle is a pattern of behaviours that a person who is experiencing immediate emotional and / or behaviour crisis will move through. In order to best support an individual, it is necessary to understand each stage of the cycle, when and how best to intervene.
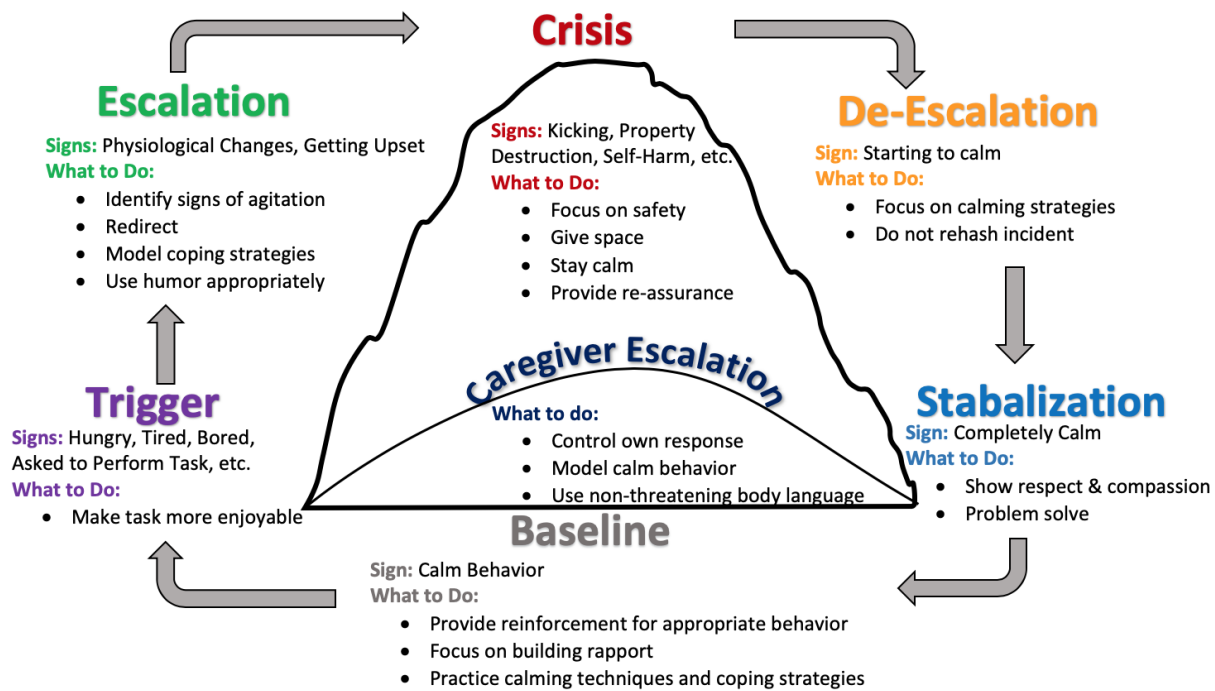
When in crisis, you can best support when you consider both your verbal and non-verbal cues in order to communication to the individual's parasympathetic nervous system that you are safe and can be trusted.
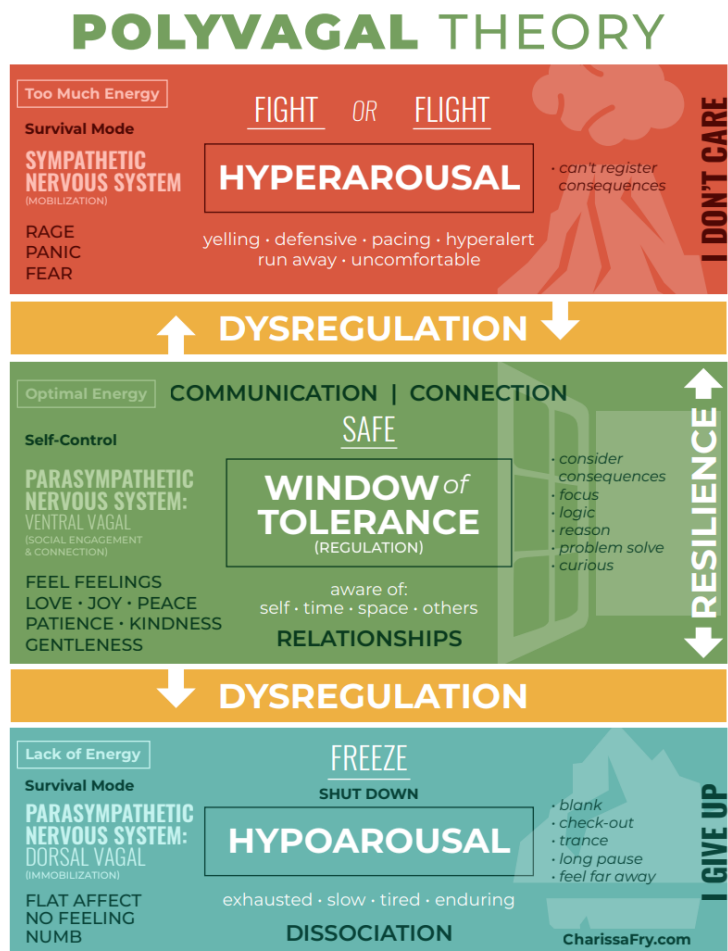
Verbal	Non verbal
Appear calm and self-assured	Lower voice and keep tone even
Maintain a neutral facial expression	Distraction and diversion
Allow space	Give choices
Control your breathing	Use language to de-escalate (I wonder if.. Let's try…)

3.3   Polyvagal Theory

This theory proposes that the evolution of the mammalian autonomic nervous system provides the basis of a human's adaptive behaviour strategies. This nervous system determines how we respond in situations of heightened emotion and social connection.

The theory identifies that the optimum respond to situations of challenge happen through the parasympathetic nervous system section focused on social connection and engagement. An automatic response which triggers this system takes multiple opportunities of practice and for these neural pathways to be strong due to repeated use.

Due to disruptions in neurodevelopment at an early age it is likely that unless these pathways are strengthened that individual's system will automatically respond to situations of emotion to place themselves in hyperarousal or hypoarousal. In hyperarousal the sympathetic nervous system moves into survival mode where the individual will try to fight or flight with seemingly no care for the situation. Whereas in the hypoarousal mode the parasympathetic nervous system of survival mode where the individual will freeze or begin to shut down. As educators it is necessary to both understand the different responses but also be mindful that explicit teaching and practice must happen in order to strengthen the use of the parasympathetic nervous system which enables self-control and resilience.

POLYVAGAL THEORY

HYPERAROUSAL — FIGHT OR FLIGHT
Too Much Energy · Survival Mode · SYMPATHETIC NERVOUS SYSTEM (MOBILIZATION) · RAGE PANIC FEAR · yelling · defensive · pacing · hyperalert · run away · uncomfortable · can't register consequences · I DON'T CARE

DYSREGULATION

WINDOW of TOLERANCE (REGULATION) — SAFE
Optimal Energy · COMMUNICATION | CONNECTION · Self-Control · PARASYMPATHETIC NERVOUS SYSTEM: VENTRAL VAGAL (SOCIAL ENGAGEMENT & CONNECTION) · FEEL FEELINGS LOVE · JOY · PEACE PATIENCE · KINDNESS GENTLENESS · aware of: self · time · space · others · RELATIONSHIPS · consider consequences · focus · logic · reason · problem solve · curious · RESILIENCE

DYSREGULATION

HYPOAROUSAL — FREEZE · SHUT DOWN
Lack of Energy · Survival Mode · PARASYMPATHETIC NERVOUS SYSTEM: DORSAL VAGAL (IMMOBILIZATION) · FLAT AFFECT NO FEELING NUMB · exhausted · slow · tired · enduring · DISSOCIATION · blank · check-out · trance · long pause · feel far away · I GIVE UP · CharissaFry.com

Recovery, Restoration and Reparation

There is always the potential that a situation, event or plan may not go as planned. In order to ensure that every opportunity is taken to promote learning opportunities the concepts of reparation and restoration are vital.

Reparation and restoration are key components in the repair and resolution of any relationships potentially affected by a situation that may occur. The preparation, conversation, and shared identification of follow up cannot be undervalued and must happen as soon as those involved are able to appropriately manage the situation. If reparation and restoration happen appropriately, they can act as powerful learning experiences and support the development of empathy and awareness of others, as well as making desirable habits and reactions the norm and the automatic response to a situation.

3.4   Self-regulation Development

All learners supported by Hampshire Achieves will have had previous experiences of education that may have shaped their learning and self-regulation skills. These learners may also have developed strategies to managing situations which may not be as we would like but are effective in ensuring their own self-preservation. It is vital that staff recognise that although not always desirable, these habits are likely to have been practised repeatedly and therefore have a state of permanence in the automatic response of the individual that cannot be changed through a single intervention.

Too often educators assume that learners will know the appropriate ways to conduct themselves in different environments. Often this is not the case and the learners may not have had positive experiences or role models which will have allowed them to establish this knowledge. Therefore it is important for expectations to be made explicit, for learning of these to be practised and for educators to expect to support in the development of these.

3.5   Emotion Coaching

Emotion coaching is informed by neuroscientific evidence and underpinned by the theories of attachment and empathy. Those who frequently use this technique develop strong neural pathways which enable them to make positive responses and better able to be: highly responsive, respond quicker and process information faster, concentrate better, have more appropriate and effective responses to stimuli and return faster to their normal resting state. Repeated practice can enable someone to develop the habits which enable them to more effectively deal with situations which are challenging.

Emotion coaching is aimed at enabling the individual to understand the different emotions they experience and how best to handle them.

The steps to successfully carrying out this technique are:

1. Recognise, empathise and validate the feelings by labelling them. Talk to the person about the emotions, respect, accept and label them.
2. Set limits on behaviour – what is and isn't appropriate. Help the person explore the emotions and return to a state of neutrality.
3. Only when the person is calm, relaxed and rational should you problem solve with them. Discuss the situation that elicited the emotions and how to use strategies to cope with these situations should it occur again.

Emotion Coaching - Script Template

In step 1 there is a need to connect with the person by demonstrating empathy and understanding of the emotion. At this point there could be a temptation to share personal experiences and anecdotes, however this should be avoided in order maintain appropriate and professional boundaries. Your professional skills need to enable you to empathise without sharing personal information which would be inappropriate.

Step 1 – Labelling and empathising – giving a name to the emotion and demonstrate that experience of this emotion is usual:

I can see that you are feeling (label emotion). You are (action being undertaken) which makes me think that you are (label emotion). I think that how you are feeling is understandable / I might feel like that as well if it had happened to me / I think you might be feeling like this because of …

Step 2 – Limit setting and making clear what are acceptable expressions of the emotion:

Our shared expectations mean that there are certain things we should try not to do. We can't react like this because it is not safe even when we are feeling ….

Step 3 – Explore how the emotion felt and agree alternative ways of expressing this emotion in the future:

When you were experiencing (emotion) how did your body feel? Next time you are feeling like this, what could you do? How could you react if this happened again? What could stop this from happening again? Why do you think you reacted in this way and what would be a better way to deal with it? Situations like this aren't pleasant but help us to learn how to make changes about how we react another time.

3.6   Restorative Approaches

Restorative approaches are key to providing resolution and reparation to situations of challenge but in order to be effective and to develop an individual's empathy need to be structured in a specific way.

Authoritarian Approaches *The focus is on:*	Restorative Approaches *The focus is on:*
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	*and, as a result;*
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Restorative conversation process

A restorative conversation needs to follow the same pattern each time:

Part 1 – Preparation - each person involved in the incident needs to have individual preparation for the conversation (dependant on circumstances of the incident).

The following questions will be asked to each person to gain their perspective and give them an opportunity to make sense of what has happened.

☐ What happened? – Allow the person to tell the whole story from their point of view.

☐ What were you thinking when...? – Go back to different points of the story and ask what they were thinking

☐ How were you feeling when....? After asking what the person was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.

☐ Who has been affected? How? – Encourage the person to think of the wider 'ripple effect'

☐ What do you need to move forward?

Be conscious of the language that you choose to use. You also need to make sure that the conversation is not rushed.

Part 2 – Conversation - the conversation will follow the same pattern as the preparation stage.

Lay out ground rules – each person will get their chance to speak. If you don't agree with what someone says, you will have a turn to say what you think happens. You don't have to agree because this isn't about attributing blame – we are looking at how we can move on.

At the end of the conversation, allow the participants to develop an agreement based around the needs they have heard and discussed.

Conversation Planning – things to consider:

1. Arrangements – agree a venue, time and date

2. The seating plan – try to achieve a symmetrical seating arrangement where everyone will be comfortable and able to achieve eye contact

3. Script – do you have your script?

4. Order of people speaking

5. Questions – make sure all questions are asked fairly and consistently