

**Teacher Talk,
Restorative Practices
&
Tricky Kids**

Geoff Blair

Kids:

to challenge everything you say or do

push your buttons

never acknowledge your knowledge

The Voices

Child emotions and feelings. Often no logic or sense of responsibility. The hub of emotions.

Parent conditioned by authority. Contains demands, sanctions, embargoes and restrictions. The hub of values.

Adult rational, responsible and assertive, process data objectively and working fairly. No attempt to control. The hub of logic and rationality.

a kid will often say things that will push the teacher into the parent state...

That's not fair!

You never listen to me!

You always have a go at me!

You're a shit teacher!

The Sea of Blah

Characterised by:

- you start talking and can't seem to get to the point and and you become aware of it as you don't get to it
- interjections give you the shits but you keep going

Recipients of SoB/Parent voice...

Prime/regular target

I'm right and you are wrong!!!

Collective target

I am the teacher, you are the students and you are wrong!!!

Except for a few and you know who you are.
And I am sorry you have to listen to this.
Again.

When kids defend their friends you respond with...

This is none of your business!!!

When I'm finished here I will be
dealing with you!!!

Would you like this conversation in
year level co-ordinator's office???

the cost to you...

Many kids get excited or angered when you get into the Parent voice and stick together

When teachers don't use consistent language kids learn how to duck and weave

They play teachers against each other and stay in the child voice

Limits, boundaries, expectations

Power struggles
Confrontation
Rules
Win-lose
Retribution
Revenge
Punitive

Parent

To

Adult

With

Consistent
Responsive
Flexible
Co-operation
Negotiation
Accountable
Responsible

Uncaring
Tired
Lazy
Burnt out
Given up

Not

For

Parent
&
Child

Parent
&
Child

Chaotic
Inconsistent
Excusing
Giving in
Blurred boundaries
Rescuing

Support, nurturing, caring

Domains of Social Control

Who do you think you are?!

Why did you...?!

I beg your pardon?!

Because I said so!

I'll tell you when it's time to tell your side of the story!

I don't care what she said to you!

Not in my class, young man!

Nice of you to show up!

Perhaps you'd like this conversation in the principal's office?!

If you do that one more time...!

Look at me when I'm talking to you!

You're just like your brother!

That's not what I told you to do!

Get out of my class!

When in the adult state...

it is extremely difficult to lie

difficult not to respond to reason

what you do in the adult state:

your response to the emotion: patience/silence...

followed by your gaining the whole story...

...then you talk about how you feel

Ramon Lewis says there are 4 kinds of students...

A Managed by normal curriculum

A

B Managed within the class

B

C Managed, sometimes, out of the class

C

D Not managed

D

It is known that:

Children who experience abuse, neglect, stress and trauma may develop thinking processes and responses focussed on survival, escapism and hiding

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Which means they don't trust you!

According to Dreikurs...

All misbehaviour reflects children's decisions about how they can most effectively belong to, or be recognised by the group

Those who are confident will find their place

Those who are not will choose to adopt unacceptable ways of behaving believing that they will gain status and group recognition

According to Attachment theory...

Children become resilient when exposed to threat or stress in the presence of a comforting secure adult

Over time the child develops an ability to rely on an internal sense of security

those that are not securely attached...

- ≡ tend to re-enact and replicate their trauma throughout their lives
- ≡ replay the original traumatising, abusive but familiar relationships

Trauma's impact on brain and body

'Each time a traumatised person has a flashback or nightmare, or is merely startled by a sudden sound or movement, their heart, lungs, muscles, blood vessels and immune system are primed to save their life.'

(Beaulieu, 2003)

And often this is from nothing that is a threat to their safety in any real way.

*flickering lights / blowies
rattling doors & windows
car doors left ajar / toilet paper
toothpaste tubes / toilet seats
running taps...*

about guilt and shame...

guilt: I've done something wrong

shame: something's wrong with me

in practical terms:

guilt *provides motivation*

shame *destroys motivation*

The Compass of Shame

Withdrawal

self isolation
running and hiding

Attack Other

turning the tables
verbal or physical
blaming others

Attack Self

self put-down
masochism

Avoidance

denial
abusing drugs and alcohol
distraction/thrill seeking

Is this forever?

Recovery can only take place within the context of relationships; it cannot occur in isolation

(Herman, 1992/1997)

Understanding the complex interplay of attachment disruption and trauma can assist us in seeing beyond behaviours

Creating a possibility for what the future can be

Assist the child to understand what happened...

‘It must be hard and confusing not to know how to feel when difficult things happen.’

‘What were you thinking about when you...?’

‘What have you thought about since we’ve started talking?’

‘Who’s been affected by what you’ve done? In what way?’

‘What can you do to fix things up?’

‘How can I help you?’

If you are dealing with people whose relationships have been built on power and abuse, you must actually show them, then give them the experience of, relationships based on respect... so ...the healing process must involve a healthy group of people, as opposed to single therapists. A single therapist cannot, by definition, do more than talk about healthy relationships.

Unknown

Using the community to assist

circles

no blame classroom conferences

shared expectations

common understanding

responsibility

accountability

support for everyone

reference point

Leaving Well

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Teacher's skills are essential to maintaining order. Effective teachers have a clear communication style, monitor and respond to student behaviour and endorse student accountability for their work.

In contrast, disorderly schools are characterised by teachers with punitive attitudes; rules that are loosely enforced and perceived to be unfair or unclear; a non consensual attitude between staff.

Brenda Morrison *restoring safe school communities 2007*

How schools assist...

- developing relationships that are emotionally predictable and stable
- assist students to understand their own feelings and those of others
- setting clear and known rules for behaviour and consequences for misbehaviour
- structuring their time with peers to maximise positive interactions

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Practices...

The central concept is to be in control of the relationship without being controlling

The teacher sets the tone, rhythm and emotional quality of the learning environment

Not being able to control you emotionally will eventually teach the child that it is safe to trust you