Mind & Heart
AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

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Mind & Heart: Affect & Emotion in the Restorative School

www.rpforschools.net

For a copy of the Paper on which this presentation is based, just email me at graeme@rpforschools.net

RP for schools

RP stands for Restorative Practices - which adapts the philosophy of Restorative Justice especially for use in schools.

"Restorative justice is not simply a way of reforming the criminal justice system, it is a way of transforming our entire legal system, our family lives, our conduct in the workplace, our practice of politics. Its vision is of a holistic change in the way we do justice in the world." - Braithwaite, J. (2002). Restorative Justice and Responsive Regulation. New York: Oxford Publishing.

Restorative Practices is an approach to discipline and relationship management that can transform the climate of a school and strengthen relationships between students, and between teachers and students, laying the foundation for improved academic and personal outcomes in education.

This RPforSchools site was established by a secondary school teacher, restorative practitioner and trainer from Brisbane, Australia. On the site you will find links to important websites, articles, books and videos on Restorative Practices in the School setting, as well some of the locally-produced resources that are in use within the school here.

We hope that having these links all in one place will prove helpful to busy people in schools who wish to know.
Mind & Heart: Affect & Emotion in the Restorative School

'RESTORATIVE PROCESSES'

'Self-conscious' emotions

'Moral' emotions

'CLASSROOM PEDAGOGY'
The Human Emotional System...
.... and the Shame Affect

A VERY BRIEF INTRODUCTION

(OR REFRESHER!)

‘A teacher’s view’
But first – a question…

How familiar are you already with Tomkins’ Affect Theory?

OMG Not Tomkins again! Can I sneak out to another workshop?
The human emotional system…

Hardware

Firmware

Software
The human emotional system...

- **Hardware**: central nervous system, neurotransmitters, muscles, hormones, etc
- **Firmware**: affects, drives
- **Software**: learning, social conditioning, experience

The human emotional system…

- **Hardware**
  - central nervous system, neurotransmitters, muscles, hormones, etc

- **Firmware**
  - affects, drives

- **Software**
  - learning, social conditioning, experience

---

The human emotional system...

**Emotion**

**Feeling**

**Physiological Response**

- Affects, drives
  - Central nervous system, neurotransmitters, muscles, hormones, etc

**Biology**

- Learning, social conditioning, experience

The Affects

- 2 Positive Affects
- 1 Neutral Affect
- 6 Negative Affects

Tomkins’ Blueprint:

We are ‘wired’ to want to increase positive affect, and decrease negative affect

Positive Affects

• Interest – Excitement
• Enjoyment – Joy

Neutral Affect

• Surprise – Startle

Negative Affects

• Fear – Terror
• Distress – Anguish
• Anger – Rage
• Disgust
• Dissmell
• Shame – Humiliation

Positive Affects

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The innate shame affect is not our adult notion of ‘being ashamed.’ Though they are related.

The shame affect is triggered whenever there is an impediment to our ongoing enjoyment of positive affect.

The shame affect simply identifies that something has interrupted positive affect.

Our adult notion of ‘being ashamed’ is about our biography coming into play.
The ‘Spotlight of Shame’

Frustrated…
Disappointed…
Rejected…
Confused…
Lonely…
Embarrassed…
Ashamed…
Mortified…

In each case, the same *physiological* response occurs:
- loss of muscle tone in the neck and shoulders
- head slumps
- blush
- ‘cognitive shock’
How we respond to the triggering of the shame-humiliation affect…

…depends on our BIOGRAPHY

We can experience an emotional response of either:

Shame or Guilt
<table>
<thead>
<tr>
<th>Shame</th>
<th>Guilt</th>
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</thead>
<tbody>
<tr>
<td>focus on <strong>the self</strong></td>
<td>focus on <strong>specific behaviour</strong></td>
</tr>
<tr>
<td>feel badly about <strong>the self</strong></td>
<td>feel badly about <strong>something we’ve done</strong></td>
</tr>
<tr>
<td>“How could <em>I</em> have done that?”</td>
<td>“How could I have done <em>that</em>?”</td>
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<tr>
<td>generally much more painful</td>
<td>generally less painful</td>
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<tr>
<td>shrinking, feeling small, feeling worthless, powerless</td>
<td>tension, remorse, regret</td>
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The Compass of Shame

Withdrawal
isolating oneself
running and hiding

Attack Other
'banter'
put-downs
blaming victim
lash out verbally or physically

Attack Self
self put-down
play the 'loser' masochism

Avoidance
denial
abusing drugs & alcohol
distraction through thrill seeking

SHAME PRONENESS

- Associated with self-oriented distress
- Prone to anger/hostility
- No evidence of inhibiting immoral behaviour
- No reduction in recidivism

GUILT PRONENESS

- Associated with other-focussed empathy
- Less prone to anger
- Evidence of inhibiting immoral behaviour
- Predictor of reduced recidivism

Associated with anxiety, depression, low self-esteem, eating disorders, suicidal ideation

Associated with higher levels of psychological resilience

In longitudinal studies, shame-proneness has been shown to lead to significantly poorer psychological and social outcomes.

“Considering
the welfare of the individual,
their relationships, and
the good of society in general…

guilt is the
moral emotion
of choice.”

EVALUATING SELF Vs EVALUATING BEHAVIOUR

SHAME PRONENESS

GUILT PRONENESS
• Shame-proneness may be the human ‘default position’
  Difficult for a young child to separate ‘self’ from ‘behaviour’

• Environment/experience determines any ‘movement’
  from shame-proneness towards guilt-proneness

Tangney, JP, personal communication
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PRIDE
hubristic pride

attributes success to a more global assessment of the self

“I succeeded because I’m great!”

authentic pride

attributes success to the effort made – i.e. to specific behaviour

“I succeeded because I worked hard”

hubristic pride

- may underlie narcissistic aggression
- hostility
- interpersonal problems
- self-destructive behaviours
- diminished capacity for empathy
- psychological symptoms parallel those of shame

authentic pride

- promotes achievement
- contributes to pro-social development
- genuine & deep-rooted sense of self-esteem
- greater other-centred empathy
- psychological resilience parallels that of guilt

“...authentic pride is the more moral pro-social achievement-oriented form of the emotion.”

# Mind & Heart: Affect & Emotion in the Restorative School

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Separating the SELF from one’s BEHAVIOUR has long been a key principle of Restorative Practices.
“Behaviour is confronted with disapproval... ...within a continuum of respect and support”

Braithwaite, J. (1989)

The **PROBLEM**
is the problem.

The **PERSON**
is not the problem.
COMMUNITY CONFERENCE

- Introductions
- Preamble
- Offender’s Story
- Victim’s Story
- Supporters’ Stories
- Return to Offenders
- Agreement Phase
- Closing
- Reintegration

Shame-like Response
Guilt-like Response
RESTORATIVE QUESTIONS

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Shame-like Response

Guilt-like Response
What about in the classroom? in learning?

Is shame affect triggered there?
Positive Affect: Interest-Excitement
Positive Affect: Enjoyment-Joy

ANY impediment to these positive affects can trigger shame affect.
The ‘Spotlight of Shame’

Frustrated…
Disappointed…
Rejected…
Confused…
Lonely…
Embarrassed…
Ashamed…
Mortified…

In each case, the same *physiological* response occurs:
- loss of muscle tone in the neck and shoulders
- head slumps
- blush
- ‘cognitive shock’

The shame affect is magnified in the classroom because of the social setting.
What happens when shame affect is triggered in learning?

Are there ‘guilt-like’ and ‘shame-like’ responses?
The *adaptive* response… (Guilt-like)

is to believe that some change in behaviour on my part (thinking, asking questions) will help

is to use the INTEREST affect to ‘push through’ the confusion

Not all students are that resilient in the face of confusion…
The Compass of Shame

- **Withdrawal**: isolating oneself, running and hiding
- **Attack Self**: self put-down, play the ‘loser’ masochism
- **Attack Other**: ‘banter’ put-downs, blaming victim, lashing out verbally or physically
- **Avoidance**: denial, abusing drugs & alcohol, distraction through thrill seeking

The antidote to shame is…

**EMPATHY**

- Acknowledging the confusion
- Sharing from the teacher’s own experience
- Strategies to ‘push through’
Separating the SELF from one’s BEHAVIOUR is a key principle of good pedagogy.
The Takeaway Messages?

There are *good* ways to feel *bad*, and *bad* ways to feel *good*.

We can better understand students’ behaviour by being alert to *shame affect* and how they deal with it.

We best promote our students’
- psychological,
- moral, and
- intellectual
development when we are careful to only praise or criticise *behaviours*.
Carol Dweck, Stanford University:

Students bring a certain *MINDSET* to their classroom…

A **FIXED** (entity) mindset believes:

- Capabilities are fixed since they are part of the self, and the self is fixed, constant

A **GROWTH** (incremental) mindset believes:

- Capabilities can be developed through effort, i.e. through their behaviours
Carol Dweck, Stanford University:

Students bring a certain MINDSET to their classroom…

and these MINDSETs have serious consequences for future success in learning
Carol Dweck, Stanford University:

For FIXED mindset students…

“the world is about measuring your ability. It is a world of threats and defences”

For GROWTH mindset students…

“the world is about learning and growth. It is a world of opportunities to improve”
Adolescent Brain Development

**Fixed Mindset**
- Intelligence is static
  - Challenges ... avoid
  - Obstacles ... give up
  - Effort ... no point
  - Criticism ... deflect
  - Success of others ... feel threatened

**Growth Mindset**
- Intelligence is developing
  - Challenges ... embraces
  - Obstacles ... fortitude
  - Effort ... work hard
  - Criticism ... learns
  - Success of others ... celebrates
Carol Dweck, Stanford University:

- A **FIXED** mindset sees failure as evidence that the **SELF** is faulty.

- A **GROWTH** mindset sees failure as a need to work and study harder – i.e. that they need to change their **BEHAVIOUR**.
The belief that *ability is fixed* is widely-held in schooling systems.

The good news is that Dweck has demonstrated ways of changing students’ mindsets – from FIXED to GROWTH – that can be achieved by teachers in classrooms:

By:

a. Giving explicit instruction about the brain’s plasticity
b. Encouraging the use of specific study strategies

as per the ‘Brainology’ website.
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