

Needs Met = Well-being



SCHOOLS THAT MATTER™

Emotional Intelligence

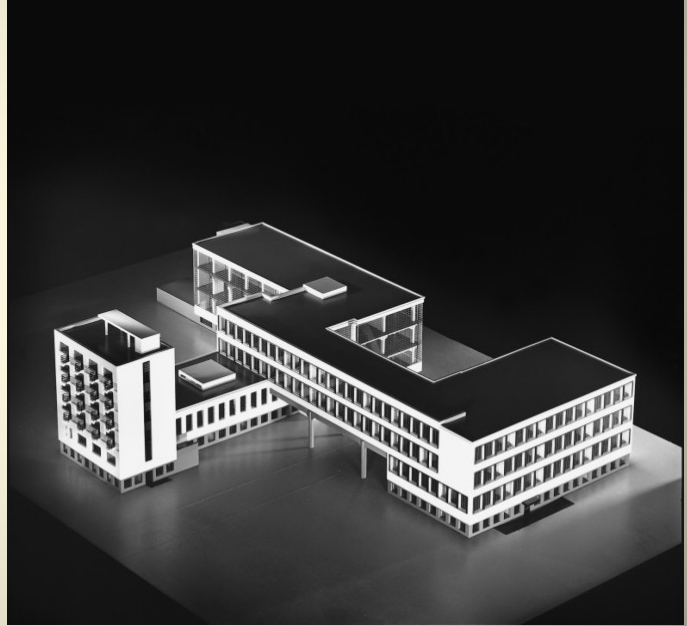
- Knowing one's emotions, self-awareness, recognizing a feeling as it happens
- Ability to manage our emotions
- Being able to motivate one's self
- Being able to recognize emotions in others; empathy
- Being able to create healthy relationships

–Adapted from Peter Salovey

Wounded by Schooling

Kirsten Olson

- Boredom
- Learning passions ignored
- Shaming
- Can't be too smart
- Labeling: lazy, attitude problem, doesn't work to potential



Conflict/Coping Cycle

Adapted from the work of N. Long, M. Wood and F. Fecser

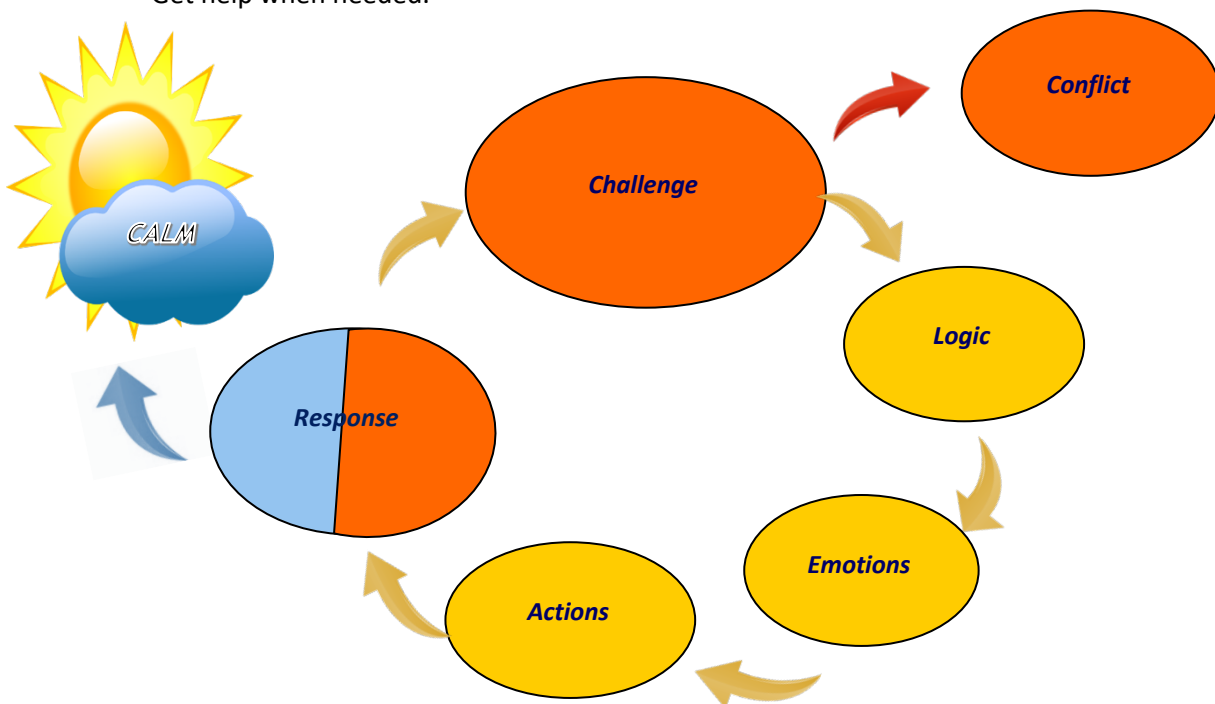
Learning how to deal with troubled children can become a way of life not a bag of tricks. That way of life recognizes fair play, goodness, concern, respect for others and property, and a sense that I can help a child grow.

How the Conflict Cycle works (see diagram below)

1. A stressful event, a challenge registers in the brain's amygdala. (A teacher publicly criticizes a student.)
2. The logical brain evaluates the challenge. (The student thinks "She is disrespecting me".)
3. The brain triggers emotions to motivate action. (The student becomes angry at the teacher.)
4. Behavior occurs based on logic and emotions. (The student insults the teacher.)
5. Others' reactions lead to coping or conflict. (If the adult responds with calmness and empathy, the student is soothed and supported. The conflict ends and the youth's ability to cope is strengthened. A coping cycle results. If the adult mirrors an angry student, conflict escalates.)

Five strategies to turn conflict into coping.

- Know the child; be aware of their emotions.
- Know yourself. Be in touch with your own feelings.
- Allow time for cooling down.
- Never take anger personally.
- Model a generous spirit. Small acts of kindness have restorative effects.
- Know that adults are the ones who should take the responsibility to disengage.
- Know something about defense mechanisms.
- Get help when needed.



Talking and Listening to Children

- Care
- Clarify
- Create Solutions



See [Response Ability Pathways](#) by Brendtro and DuToit for an excellent training on problem solving with youth

Goals to build courage

Belonging:

- ✓ *I am kind to my classmates and younger children in the school.*
- ✓ *I act like a good relative to everyone in my school.*
- ✓ *I follow rules to help make our school a good place for everyone.*
- ✓ *When someone doesn't have a friend, I find ways to be friendly to that person.*
- ✓ *I don't yell or scream or demand to get my way.*
- ✓ *I treat the school in ways that keep it attractive and working for everyone.*
- ✓ *I balance my listening and talking.*
- ✓ *I contribute to group work and help others in my group belong*

Mastery:

- ✓ *I want my body to be stronger, quicker and lighter.*
- ✓ *I want my mind to get smart in _____.*
- ✓ *I can get along with others.*
- ✓ *I consider important things in life.*
- ✓ *I have self-control and self-restraint.*
- ✓ *I listen and learn from my teachers and other elders.*
- ✓ *I participate in school rituals and activities so that I can learn from them.*
- ✓ *I can tell a good story.*
- ✓ *I play games fairly.*
- ✓ *I am getting better at games.*
- ✓ *I express myself creatively.*
- ✓ *I teach my classmates and young children the things that I can do well.*
- ✓ *I feel good when I learn something new.*
- ✓ *I encourage others to do well.*

Independence:

- ✓ *I make good decisions and choices.*
- ✓ *I will do things that I know are good for me even when I don't want to do them.*
- ✓ *I'm in charge of myself.*
- ✓ *I am my own boss but I pay attention to what others think is good for me.*
- ✓ *I can brush my teeth, wash my body, clean-up after myself and do what is necessary to take care of myself.*
- ✓ *I have goals that I want to meet.*
- ✓ *I have mentors who guide me as I grow older.*
- ✓ *I know that when I follow good rules that help me become that person I want to be.*
- ✓ *I am able to work out my problems by myself; sometimes I have to ask for help.*
- ✓ *I treat others with dignity and kindness.*
- ✓ *I listen to wise people.*
- ✓ *I act in ways not to hurt others.*
- ✓ *I don't need rewards like candy to do my work. I do it because I know it is important.*
- ✓ *I like to influence others in healthy ways.*

Generosity:

- ✓ *I am a good person.*
- ✓ *I have something important to do in my school or classroom.*
- ✓ *I am unselfish.*
- ✓ *I have gifts to share and I do share them.*
- ✓ *When I have extra things, I share them because it helps others.*
- ✓ *I know it is my responsibility to help my school, my teacher and my classmates.*
- ✓ *The most important gift I have to share is myself, not my toys or my possessions.*
- ✓ *I share what I know, a helping hand and my spirit of caring.*
- ✓ *I volunteer on projects that I know will help others.*