Mind & Heart
AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

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RPforSchools.net
‘Self-conscious’ emotions

‘Moral’ emotions

RESTORATIVE PROCESSES

CLASSROOM PEDAGOGY
Mind & Heart: AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

For a copy of the paper upon which this workshop is based, just email graeme@rpforschools.net
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?
The human emotional system...
The human emotional system...

Software
learning, social conditioning, experience

Firmware
affects, drives

Hardware
central nervous system, neurotransmitters, muscles, hormones, etc
The human emotional system...

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

- **Firmware**
  - affects, drives

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

**‘BIOLOGY’**

**‘BIOGRAPHY’**

The human emotional system...

emotion

feeling

PHYSIOLOGICAL RESPONSE

= affect

stimulus

'BIOLOGY'

central nervous system, neurotransmitters, muscles, hormones, etc

'affects, drives

learning, social conditioning, experience

'BIOGRAPHY'

The Affects

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

‘spotlights’

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>
</tr>
</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 I have done that?”</td>
<td>“How could I have done that?”</td>
</tr>
<tr>
<td>generally much more painful</td>
<td>generally less painful</td>
</tr>
<tr>
<td>shrinking, feeling small, feeling worthless, powerless</td>
<td>tension, remorse, regret</td>
</tr>
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</table>

The Compass of Shame

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

<table>
<thead>
<tr>
<th>SHAME PRONENESS</th>
<th>GUILT PRONENESS</th>
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<tbody>
<tr>
<td>Associated with self-oriented distress</td>
<td>Associated with other-focussed empathy</td>
</tr>
<tr>
<td>Prone to anger/hostility</td>
<td>Less prone to anger</td>
</tr>
<tr>
<td>No evidence of inhibiting immoral behaviour</td>
<td>Evidence of inhibiting immoral behaviour</td>
</tr>
<tr>
<td>No reduction in recidivism</td>
<td>Predictor of reduced recidivism</td>
</tr>
</tbody>
</table>

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

SHAME PRONENESS

Vs

GUILT PRONENESS

EVALUATING BEHAVIOUR
• *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*
<table>
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<th><strong>Focus:</strong></th>
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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*”

<table>
<thead>
<tr>
<th>hubristic pride</th>
<th>authentic pride</th>
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<tbody>
<tr>
<td>may underlie narcissistic</td>
<td>promotes achievement</td>
</tr>
<tr>
<td>aggression</td>
<td>contributes to pro-social</td>
</tr>
<tr>
<td>hostility</td>
<td>development</td>
</tr>
<tr>
<td>interpersonal problems</td>
<td>genuine &amp; deep-rooted sense of self-esteem</td>
</tr>
<tr>
<td>self-destructive behaviours</td>
<td>greater other-centred empathy</td>
</tr>
<tr>
<td>diminished capacity for empathy</td>
<td>psychological resilience parallels</td>
</tr>
<tr>
<td>psychological symptoms parallel</td>
<td>that of guilt</td>
</tr>
<tr>
<td>those of shame</td>
<td></td>
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“...authentic pride is the more moral pro-social achievement-oriented form of the emotion.”

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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

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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.
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

*Mind & Heart: Affect & Emotion in the Restorative School*
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.
<table>
<thead>
<tr>
<th></th>
<th>Negative Emotion</th>
<th>Positive Emotion</th>
<th>Mindset</th>
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<td>Growth</td>
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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*.
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 more about restorative practices and how they can be implemented.