



# *Mind & Heart*

**AFFECT & EMOTION IN THE RESTORATIVE SCHOOL**

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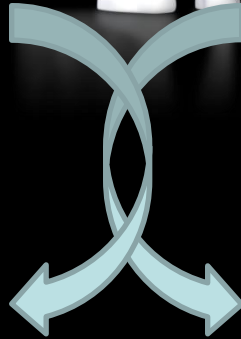




# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

'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](mailto:graeme@rpforschools.net)*

## AFFECT & EMOTION IN A RESTORATIVE SCHOOL



Graeme George



*The Human Emotional System...*  
*.... and the Shame Affect*

A VERY BRIEF INTRODUCTION

(OR REFRESHER!)

*'A teacher's view'*





# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

But first – a question...

How familiar are you already with Tomkins' Affect Theory?

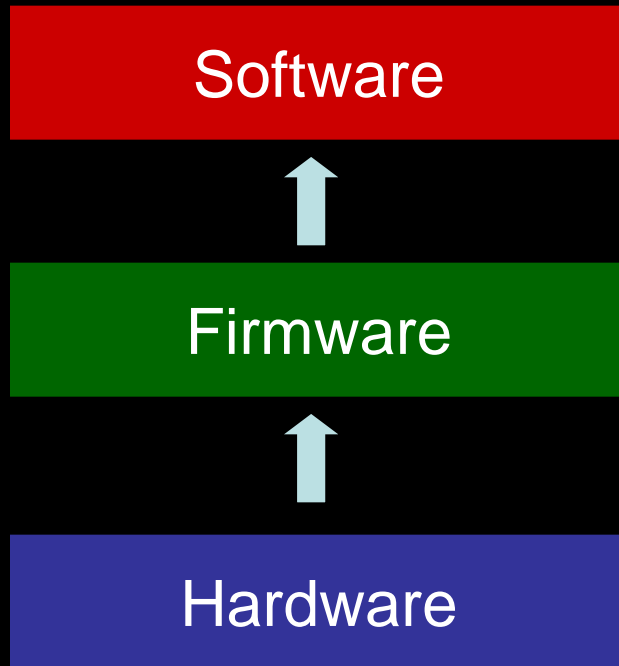


Affect Theory?  
What's Affect  
Theory?

OMG Not Tomkins  
again! Can I sneak  
out to another  
workshop?

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

The human emotional system...

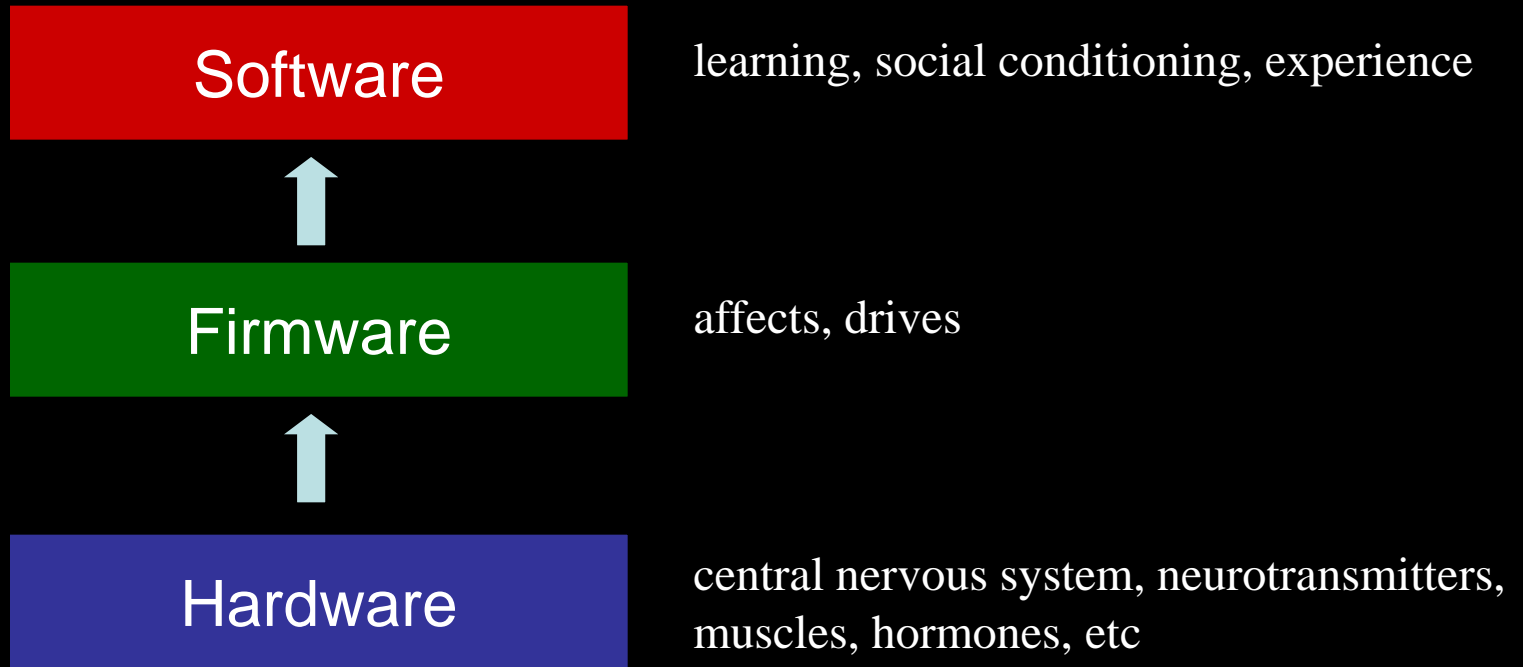






# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

The human emotional system...





# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

The human emotional system...



Software



Firmware



Hardware

**'BIOGRAPHY'**

learning, social conditioning, experience

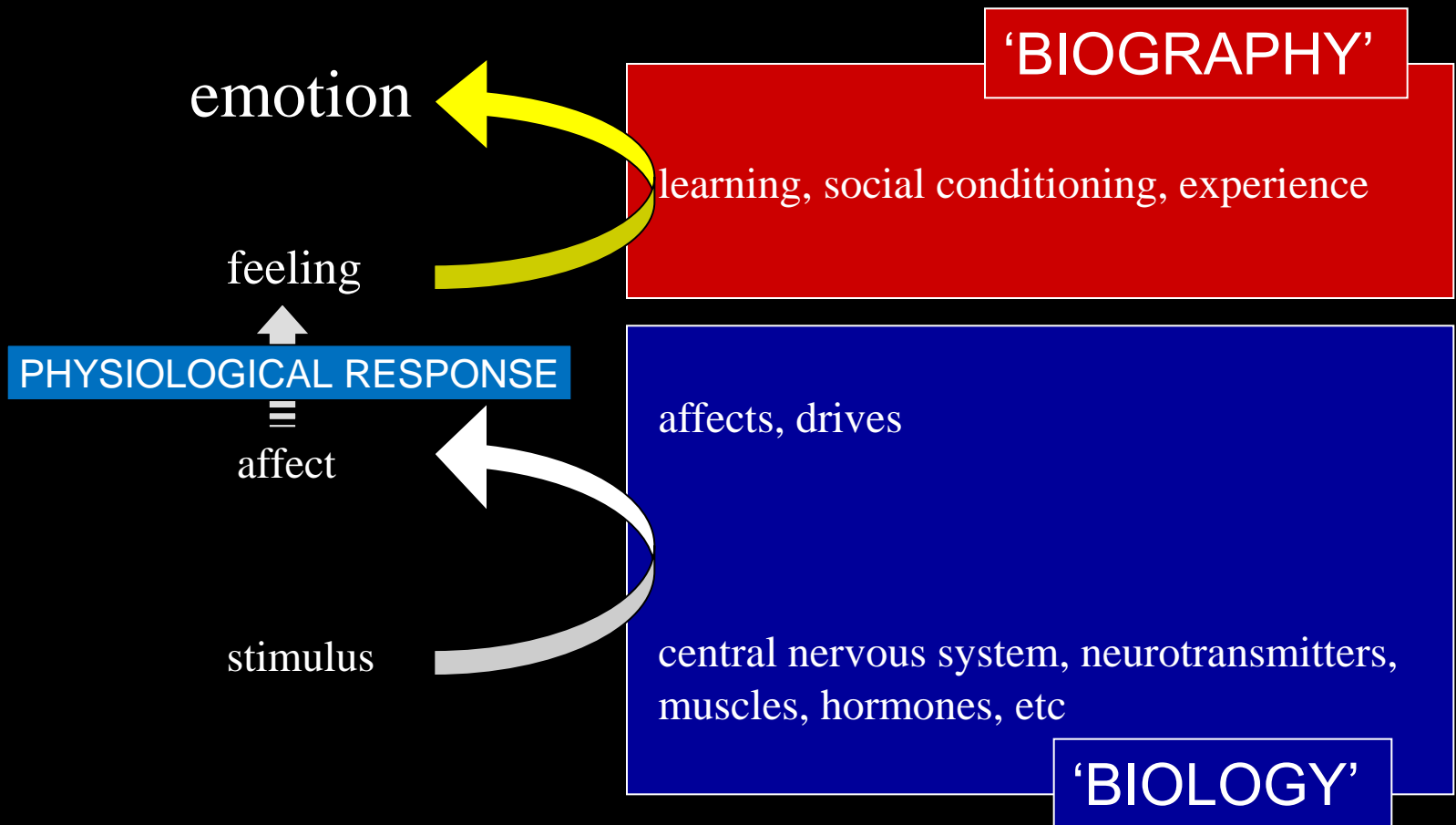
affects, drives

central nervous system, neurotransmitters,  
muscles, hormones, etc

**'BIOLOGY'**



## The human emotional system...



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



## 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*

# Mind & Heart: AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

## Positive Affects

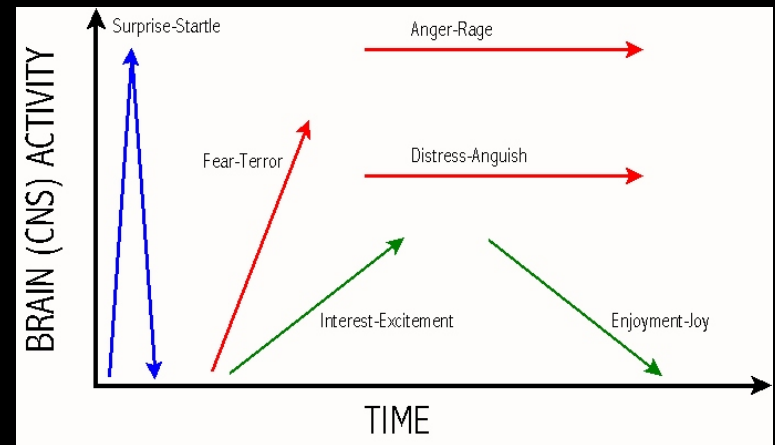
- Interest – Excitement
- Enjoyment – Joy

## Neutral Affect

- Surprise – Startle

## Negative Affects

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



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## Positive Affects

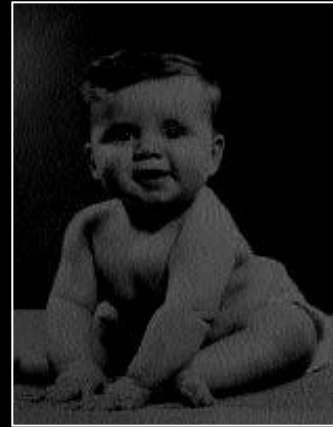
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# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

## Positive Affects

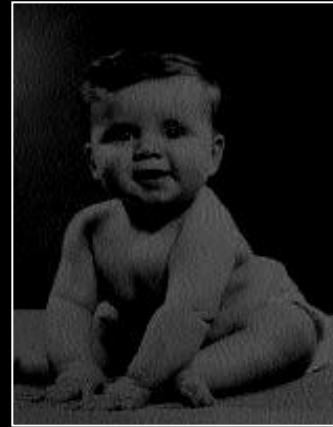
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Donald Nathanson, 1992. *Shame and Pride: Affect, Sex, and the birth of the Self.*



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



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'



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



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***



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## Shame



focus on *the self*




feel badly about *the self*



“How could *I* have done that?”



generally much more painful



shrinking, feeling small, feeling  
worthless, powerless

## Guilt

focus on *specific behaviour*

feel badly about *something we've done*

“How could I have done *that*?”

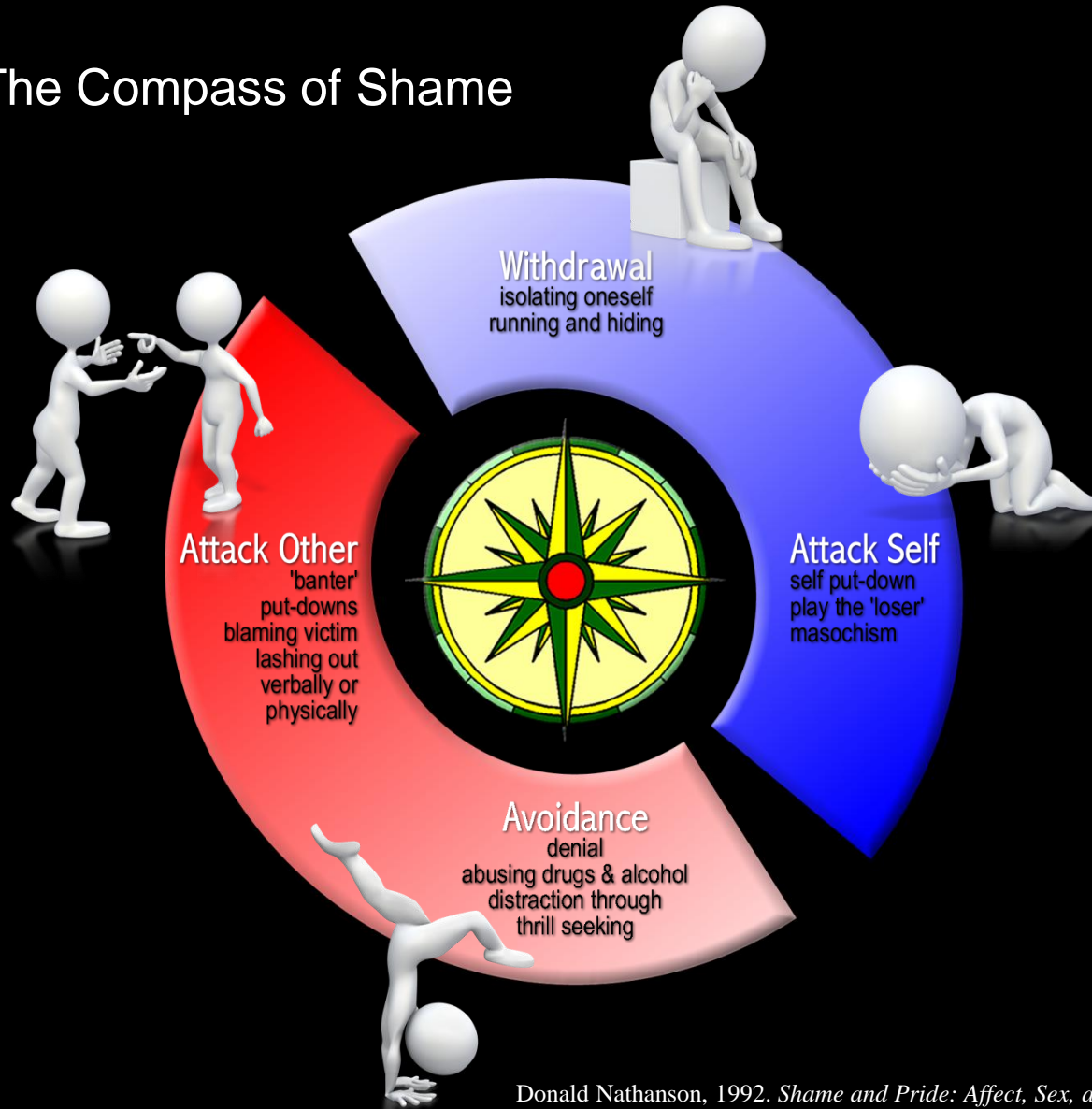
generally less painful

tension, remorse, regret



# Mind & Heart: AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

## The Compass of Shame



Donald Nathanson, 1992. *Shame and Pride: Affect, Sex, and the birth of the Self*.



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



**SHAME  
PRONE**



**SHAME  
PRONENESS**

**GUILT  
PRONE**



**GUILT  
PRONENESS**

Associated with self-oriented distress

Associated with other-focussed empathy

Prone to anger/hostility

Less prone to anger

No evidence of inhibiting immoral behaviour

Evidence of inhibiting immoral behaviour

No reduction in recidivism

Predictor of reduced recidivism

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SHAME  
PRONE



SHAME  
PRONENESS

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

GUILT  
PRONE



GUILT  
PRONENESS

Associated with higher levels of  
psychological resilience

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

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



“Considering

the welfare of the individual,  
their relationships, and  
the good of society in general...

*guilt* is the  
*moral emotion*  
*of choice.*”

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



**SHAME  
PRONE**



**SHAME  
PRONENESS**

**GUILT  
PRONE**



**GUILT  
PRONENESS**

**EVALUATING  
SELF**

**Vs**

**EVALUATING  
BEHAVIOUR**



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



SHAME  
PRONE



SHAME  
PRONENESS

GUILT  
PRONE



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*

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



Focus:	Negative Emotion
Self	Shame
Behaviour	Guilt



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



PRIDE



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## 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***”



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## 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

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

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



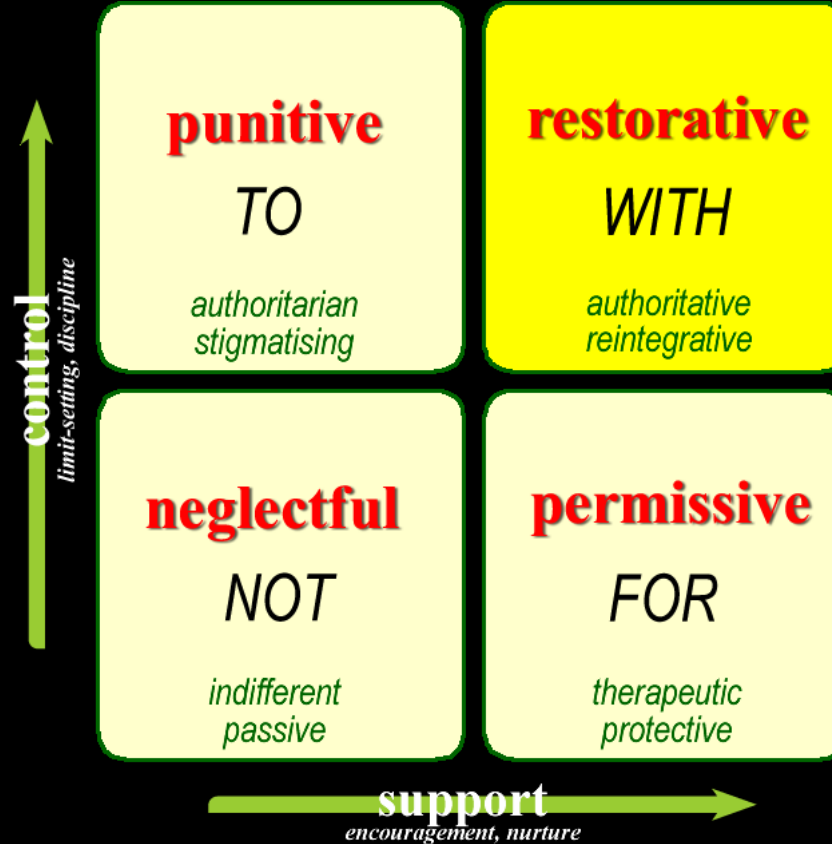
Focus:	Negative Emotion	Positive Emotion
Self	Shame	Hubristic Pride
Behaviour	Guilt	Authentic Pride



Separating the  
**SELF**  
from one's  
**BEHAVIOUR**  
has long been a key principle  
of Restorative Practices



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*“Behaviour is confronted with disapproval...  
...within a continuum of respect and support”*

Braithwaite, J. (1989)  
*Crime, Shame and Reintegration*. New York: Cambridge University Press



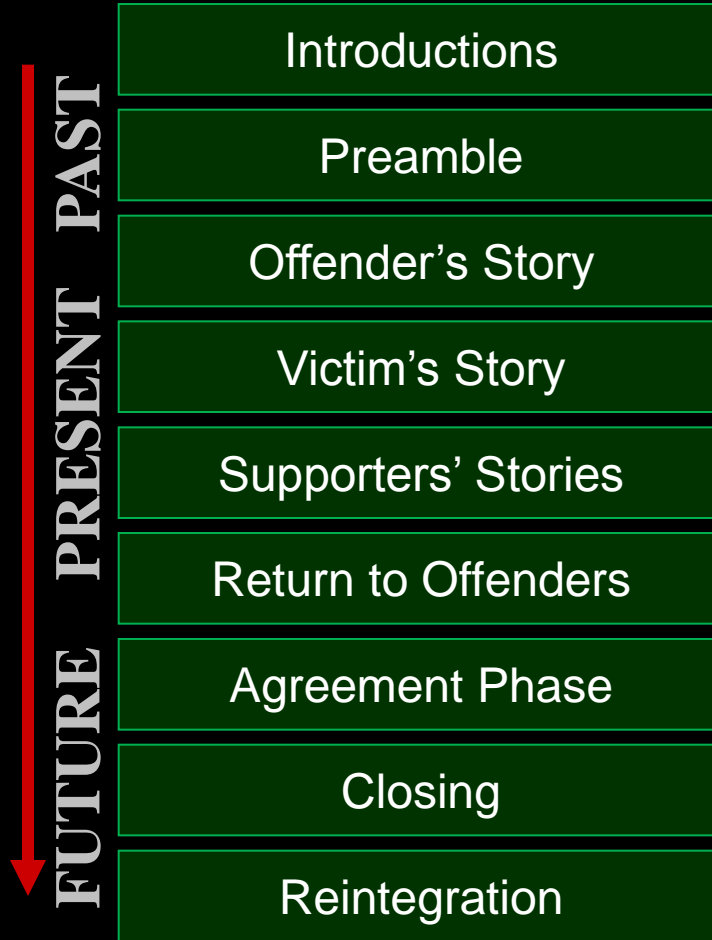
The  
**PROBLEM**  
is the problem.

The  
**PERSON**  
is not the problem.



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

## COMMUNITY CONFERENCE



Shame-like Response



Guilt-like Response

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

## 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



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



What about in the classroom? in learning?

Is shame affect triggered there?

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

**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...

The shame affect is  
magnified in the classroom  
because of the social setting



In each case, the same *physiological* response occurs:

- loss of muscle tone in the neck and shoulders
- head slumps
- blush
- 'cognitive shock'

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



What happens when shame affect is triggered in learning?

Are there 'guilt-like' and 'shame-like' responses?



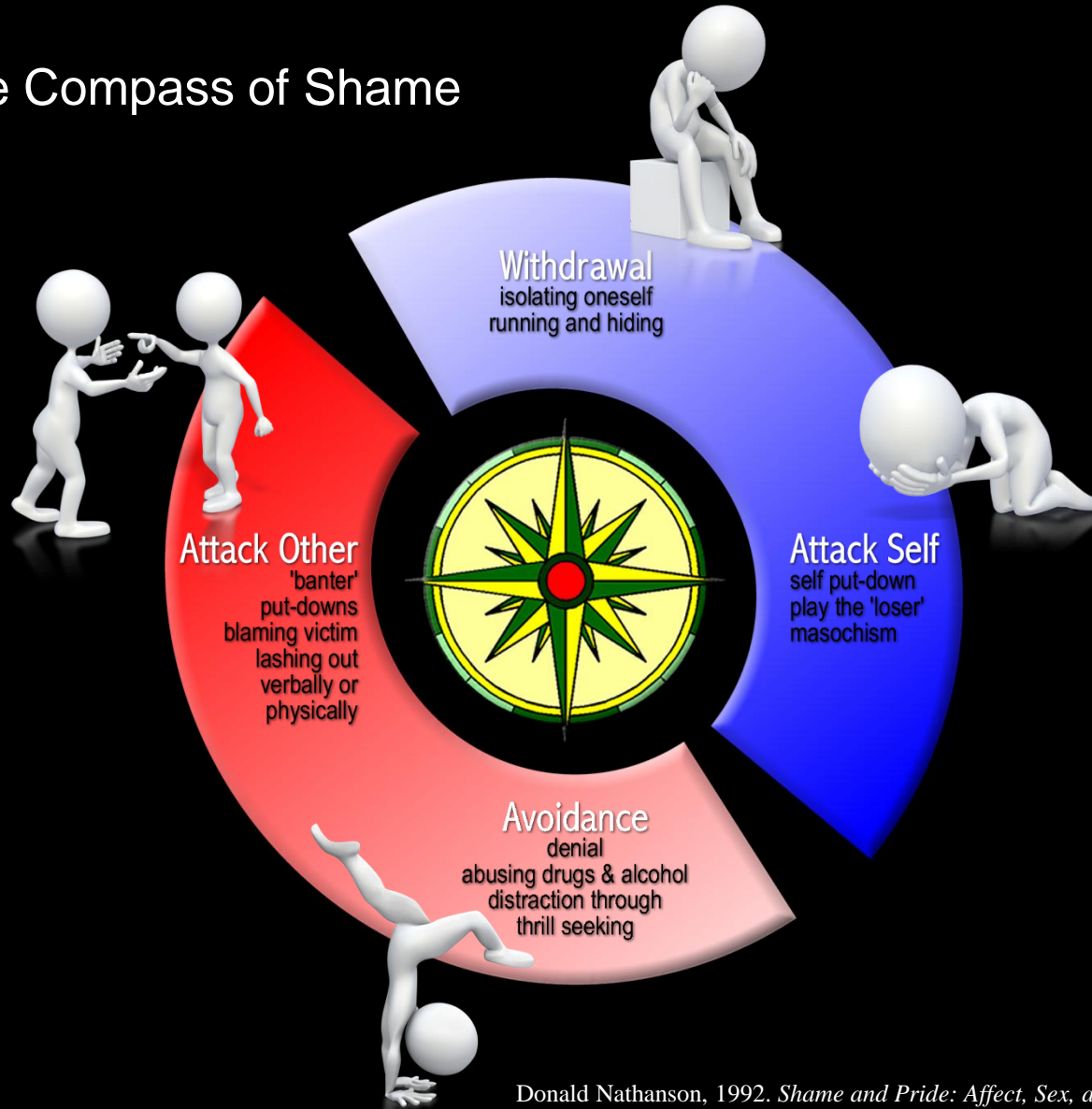
## The *adaptive* response... (Guilt-like)

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



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

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

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

Carol Dweck, Stanford University:

Students bring a certain **MINDSET** to their classroom...

and these MINDSETS have serious consequences for future success in learning

# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

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**.



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



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.



# *Mind & Heart:* AFFECT & EMOTION IN THE RESTORATIVE SCHOOL



	Negative Emotion	Positive Emotion	Mindset
Self	Shame	Hubristic Pride	Fixed
Behaviour	Guilt	Authentic Pride	Growth



## 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*.



# Mind & Heart: AFFECT & EMOTION IN THE RESTORATIVE SCHOOL

www.rpforschools.net



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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