Affect & Emotion
in the Restorative School

The work of adults in schools can have profound life-long consequences for the students in their charge, and these consequences extend far beyond the mere academic or intellectual realms. How teachers work with students is, perhaps, even more important that what they objectively plan to teach them – their influence and the impact of their approaches extend much further than their intended classroom lessons. One of the major influences on students' emotional, social, psychological and moral development is how the school and its teachers recognise, deal with and work from, their fundamental and biological interrelatedness and interdependence as human beings.

How we structure our schools and classrooms, what policies and practices we allow in our schools, how we teach in the classroom and outside, and how we deal with wrongdoing and behaviour, all have an impact on the development of our students. Even the physical environment within schools can affect the students' behavioural, relational and social development. Increasingly, educators are coming to understand that the lessons learned in school about how we should form and nurture relationships, how we should treat one another and, in particular, how we should deal with conflict and wrongdoing, have consequences for their students' later physical, mental and social-relational health as well as academic and life outcomes.

Recent work in psychology, education and neuroscience can enable teachers to understand more about themselves, their students, and the nature of the communities they form in schools, so that they might be able to intentionally create policies, practices, environments and cultures in their schools which best promote positive health, well-being and deep learning. Affect Script Psychology provides a useful starting point for developing such an understanding.

Graeme George
2015

THE HUMAN EMOTIONAL SYSTEM

The computer model of the emotional system (Nathanson)
- Hardware: Brain, body (nerves, hormones, muscles, voice, etc)
- Firmware: Drives and affects
- Software: Learning, social conditioning, experience

} Our BIOLOGY is our Hardware & Firmware.
Our BIOGRAPHY is our software. — Nathanson 1992

Definitions:
Affect: Innate, brain mechanism, acts to amplify salient stimulus - causes physiological response, body + face. [**BIOLOGY**]
Feeling: Conscious awareness of the triggering of an affect. [**BIOLOGY**]
Emotion: Affect + feeling + associations to previous experience of an affect. [**BIOGRAPHY**]   — Nathanson 1992

The affects acts like a bank of spotlights - drawing our attention to that 'actor on the stage' — the particular stimulus — to whom we should pay attention at a given moment.   — Nathanson 1992

The Nine Innate Affects	Triggers	Facial Displays/Physiological Reactions
Positive (Inherently rewarding):		
Interest—Excitement	optimal increase	Eyebrows furrowed, track, look, listen; mild increase in respiratory and heart rate.
Enjoyment—Joy	decrease	Face relaxed, mouth wide, smile, eyes bright, laugh.
Neutral:		
Surprise—Startle	sudden onset/offset	Blink, eyes wide, sudden inspiration, "Oh!" Resetting affect.
Negative (Inherently punishing):		
Distress—Anguish	steady state overload	Sobbing/wailing; arched eyebrows, tears, red cheeks, flailing arms, legs.
Anger—Rage	steady state extreme	General muscle tension, clenched jaw, scream, red face. (Tight-lipped is backed-up anger.)
Fear—Terror	too rapid increase	Furrowed brow, blanched, frozen stare, strong increase in heart rate & respiratory rate.
Dissmell (root of contempt)	hunger auxiliary (smell)	Upper lip raised, head drawn back; "Ewww." (Root of racism, prejudice.)
Disgust	hunger auxiliary (taste)	Neck cranes forward, head down; lower lip and tongue protrude. (Relationship breakdown)
Shame—Humiliation	impediment to +ve affect	Eyes averted, head down, blush, slump; interruption of cognitive & affective processing.

— Tomkins 2008; Deppe 2008

"Affects make good things feel better and bad things feel worse"   — Tomkins 2008

The Physiology of Shame Affect
"On the face, shame-humiliation affect is signaled by the blush, but it is also expressed by a visible slump as muscle tone in the neck and shoulders is suddenly decreased. The look we call "shamefaced" includes this slump plus a tendency to turn away from whatever had seemed so interesting only a moment earlier. Shame-humiliation produces what I call a cognitive shock. No one can think clearly in the moment of shame."   — Nathanson 1992

Affective Resonance: Affect is immediately visible as facial display and body activity. We tend to mimic facial/body display of others, providing kinesthetic data analogous to innate affect, and thus a (milder) experience of innate affect.

Empathy: Whatever is experienced during affective resonance must be explained. We scroll through our memories to find applicable life experiences producing similar "emotions."
The Empathic Wall: To some extent, we learn to (and **need** to learn to) shield ourselves from the affect of others.   — Deppe 2008

Scripts: From birth, without realizing it, we begin to link things together, to learn, to try to predict what will happen, so we can try to get more good feelings and fewer bad ones. This is the realm of script. Even a one-year-old has many scripts. Most of adult life is scripted, with little pure innate affect. That is why we all may react differently to the same event. When stimulus-affect-response sequences happen over and over, we develop emotional "rules" for managing such families of scenes; the rules are called scripts. We are rarely aware of their operation. We are continually building and re-organising our scripts. They are the source of our emotional life, but they are usually incomplete (only partial guidelines). We also tend to try to fit new scenes into existing scripts, even distorting the information in the process. They can be hard to change — even if they don't 'work.'   — Deppe 2008

Attachments Scripts - People are INTERESTED in me and ENJOY me, and that makes me feel good, and I want to be INTERESTED in, and ENJOY, them. The basis of all relationships - **"I'm interested in others being interested in me"**   — Kelly 2012

The Central Blueprint:
People are motivated to achieve the following:
- increase positive affect (interest, enjoyment)
- decrease negative affect (fear, distress, anger, disgust, dissmell, shame)
- minimise the inhibition of affect (don't bottle it up or fake your emotions)
- maximise the ability to do each of the above (nurture these capacities)   — Tomkins 2008

The Central Blueprint for Community:
Healthy emotional connections are most possible when groups:
- share and maximise positive affect;
- share and minimise (metabolise) negative affect;
- creates opportunities for public expression of affect; and
- anything that helps 1-3 builds community; anything that prevents 1-3 threatens community   — Kelly 2012

Shame Vs Guilt (**emotions, scripts** rather than pure **affects**)

Shame	Guilt
focus on **the self**	focus on **specific behaviour**
feel badly about **the self**	feel badly about **something we've done**
"How could **I** have done that?"	"How could I have **done that**?"
generally much more painful	generally less painful
shrinking, feeling small, feeling worthless, powerless	tension, remorse, regret

— Tangney & Dearing 2002

Shame:
We manage shame over wrongdoing adaptively
(through guilt) when we:
1. Admit the wrongdoing
2. Take responsibility for the effects of our action
3. Make amends for the harm done

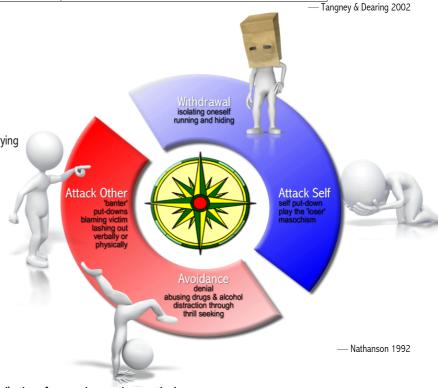We can avoid, deny, or by-pass what the painful emotion is trying
to tell us by recourse to the:

Compass of Shame

Four 'libraries' of scripts …
each ranging from the 'normal' to the 'pathological'

Scripts at each pole 'mask' the affect shame—humiliation
with other affects:
•   distress, fear — Withdrawal
•   distress, self-disgust — Attack Self
•   excitement, interest — Avoidance
•   anger, dissmell, disgust — Attack Other

— Nathanson 1992

Shame-Proneness & Guilt-Proneness (Scripts around the attribution of causes in negative emotion):

Shame-Proneness	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
Associated with anxiety, depression, low self-esteem, eating disorders, suicidal ideation	Associated with higher levels of psychological resilience

— Tangney, Steuwig & Mashek 2007

Shame-proneness may be the **human 'default position'** since it is difficult for a young child to separate 'self' from 'behaviour' when being corrected. Their socialisation, environment and experience would then determine any 'movement' from shame-proneness towards guilt-proneness.

— Tangney, personal communication 2011

Forms of Pride (Scripts around the attribution of causes in positive emotion):

Hubristic Pride	Authentic Pride
attributes success to a global assessment of the self "I succeeded because **I'm great**!"	attributes success to effort made, i.e. to specific behaviour "I succeeded because **I worked hard**"
may underlie narcissistic aggression	promotes achievement
hostility	leads to pro-social development
interpersonal problems; self-destructive behaviours	genuine & deep-rooted sense of self-esteem
diminished capacity for empathy	greater other-centred empathy
psychological symptoms parallel those of shame	psychological resilience parallels that of guilt

— Tangney, Steuwig & Mashek 2007

TAKEAWAY MESSAGES — THE HUMAN EMOTIONAL SYSTEM

1. Our emotional lives are based on combinations of nine innate **affects** which are triggered by external and internal stimuli **(our 'biology')**

2. How we experience these affects, and how we usually respond, is governed by the **scripts** we have developed from past experience **(our 'biography')**

3. Our **scripts** can be hard to identify for ourselves in real time, and **even harder to change**

4. We are hard-wired to achieve the aims of the **Central Blueprint** – this drives most of our behaviour

5. Our relationships are built on **affective resonance**, a key component of empathy

6. The affect **shame-humiliation** plays a major role in all of our relationships and everyday life. It will be triggered whenever something impedes ongoing positive affect

7. Shame-humiliation affect provides **valuable information** to us if we are prepared to listen (and can avoid Compass responses)

8. There are good ways and bad ways of **feeling good**, and good ways and bad ways of **feeling bad**

AFFECT IN BEHAVIOUR/RELATIONSHIP MANAGEMENT

Most behaviour is affect-driven…   following the Central Blueprint, and therefore not cognitively driven, not conscious.

"Your anger is lying to you..." - When experiencing anger – yours or someone else's – look to the moment just before… for the affects of fear, distress or shame. Anger makes us feels stronger, more powerful, more in control, but it's usually masking fear, distress or shame. ⎯ Kelly 2012

"highest levels of cooperative relations are found… when individuals feel a high level of pride (**BELONGING**) and a high level of respect (**SIGNIFICANCE**)"
⎯ Tyler & Blader 2000

- **BELONGING** = I'm INTERESTED in being a member of this group
- **SIGNIFICANCE** = I'm INTERESTED in others in the group being INTERESTED in me ⎯after Kelly 2012

The common characteristic among perpetrators of lethal school violence is social marginality - i.e. not having their dual needs of BELONGING and SIGNIFICANCE met. ⎯ Moore et al 2012
Social ostracism (marginality) registers in the anterior cingulate cortex as does physical pain. **Paracetamol lessens social pain** in the same way it lessens physical pain. ⎯ Williams 2011

Students:
- already have many established scripts – family, other groups
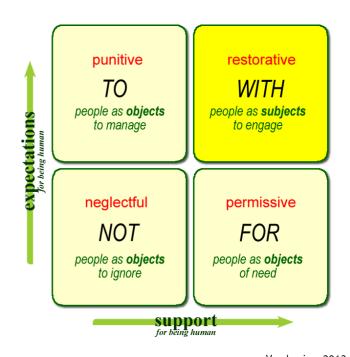- are reframing (re-scripting) these (e.g. commitment/attachment scripts – movement through adolescence) and
- are developing (and re-developing) many more (e.g. affect management, shame management)
- are exquisitely sensitive to issues of inclusion/exclusion, and respect/disrespect
- are developing/re-scripting their values systems accordingly.

How we address relationships, conflict and behaviour management in schools can promote or prevent positive, pro-social values… We develop the healthiest personal scripts in environments which:
- provide love and support
- call us out when we do something wrong, without excessive shaming
- push us to be the best we can be
- give positive feedback
- require, and enable, us to respect others (which describes a restorative environment)
⎯ Deppe 2008

A 'Restorative Process' is one which: brings together all who have a stake in a specific incident; recognises who has been affected; explores and acknowledges how they have been affected; identifies what needs to happen in order to repair the harm caused; and puts things as right as possible.

- Vandeering, 2013

A Restorative Process... helps meet the Central Blueprint for Community:

- by bringing people together in a safe place **(Blueprint Goal 4)**,
- to express their feelings about an incident **(Blueprint Goal 3)**, and
- to share and maximise positive affect and share and minimise negative affect **(Blueprint Goal 1)** & **(Blueprint Goal 2)**. — Deppe 2008

Affective resonance during the process aids empathy development as the offender learns about negative effects of his behaviour, but within a supportive environment (promoting a move from a shame-like response to a more guilt-like response). The process aims to metabolise shame towards guilt. The focus on behaviour rather than the person... encourages the offender to move towards the victim, from shame to guilt.

His INTEREST in others being INTERESTED in him drives this movement. The motivating action of shame is only possible in the context of a relationship, i.e. to restore positive affect.. RP re-scripts people towards guilt-proneness and authentic pride.

At the beginning of the process people are experiencing **distancing, toxic emotions** (fear, dissmell, shame, anger, disgust) but through a process of allowing **vulnerability** (characterised by affects of shame and distress), the group moves towards more **positive, community-building emotions** (associated with interest, enjoyment or, at least, relief). — Deppe 2008

The amygdala in the brain is involved in affective resonance, the basis of empathy. Neurogenesis in the amygdala has been recently demonstrated (given the right conditions) - which are those experienced in a restorative milieu. Restorative Practices helps build empathy — biologically as well as psychologically. — Riesel 2013
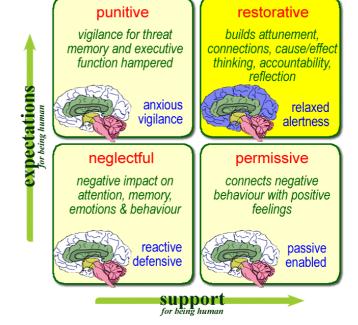
The development of the brain is a "use-dependent" process. There are "windows" of opportunity for optimal development. **Repetition** of **patterned neuronal activity** is necessary for full development. — Perry 2009

The capacity to care, to share, to listen, to value and to be empathic — to be compassionate — develops from being cared for, shared with, listened to, valued and nurtured.

"It is as important for us to think intentionally and deliberately about creating social-emotional, relationally-enriched curriculum as it is to develop curriculum around science, math, engineering. In fact, I would argue that it's more essential that we develop intentional opportunities for relational enrichment in the lives of our children in order to express [their] potential" — Perry 2013

- Saufler, 2012

Separating the SELF from the BEHAVIOUR is a key principle of Restorative Practices.

1. Most behaviour is **affect-driven**, serving the **Central Blueprint**
2. The fundamental human needs in groups are **belonging** and **significance**
3. We build **school community** best by attending to the Central Blueprint and these fundamental social needs
4. How we 'do' discipline and relationship management helps determine the **scripts** that our students develop
5. A restorative environment in which students meet high expectations and high support helps develop **the best, most pro-social scripts**
6. Relationships built on **unconditional love** most enable and encourage people to be all that they can be as human beings
7. Restorative approaches help students develop **guilt-prone scripts, empathy** and connection
8. **Separating the person from the problem** is key to restorative practices

All ATTENTION is affect. And not just positive affect.

> "Rationality is fragile in the face of negative affect and flourishes best under positive affect." — Tomkins 2008

Sources of Positive Affect in the Classroom:

novelty of work + relationships ÷ Interest—Excitement
understanding + achievement ÷ Enjoyment—Joy

} Any impediment to these positive affects will likely trigger shame affect. The shame affect is magnified in the classroom because of the social setting.
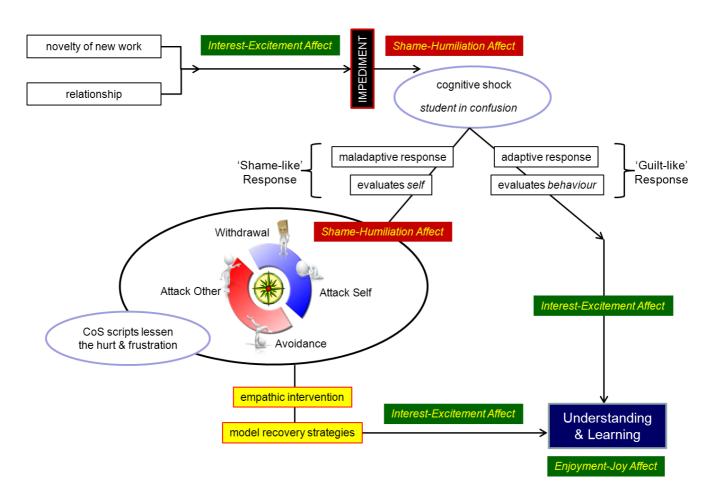
All significant learning MUST bring the risk of shame affect being triggered — because we can't all understand something straight up. The impediment to ongoing positive affect — when we don't understand something, or we get something wrong — will inevitably trigger shame affect. The shame affect itself is not a problem — it's triggered for a sound evolutionary reason, namely to alert us to what is not understood. The problem occurs if our BIOGRAPHY responds to this BIOLOGY with a strategy to avoid or deny the shame — i.e. a shame-like response evoking scripts of the Compass of Shame.

Compass of Shame behaviours occur in response to learning shame also. Students in the classroom can **Withdraw** (switch off from learning or not attend class)**, Attack Self** (put themselves down, assume they are 'dumb')**, Avoid** (be the class clown, focus on other aspects of their lives, take risks, use drugs) or **Attack Other** (put others down, belittle value of work, diminish someone, bully others).

Shame Spirals: Shame affect triggered in our students can also trigger shame affect in us. Any impediment to our pursuit of our interests will trigger shame affect in us. This can prompt **shame spirals** where the students' Compass of Shame responses prompt our own Compass of Shame response, which triggers a further student Compass of Shame response and so on. Relationship breakdown is an obvious outcome.

Chronic Shame: Students who appear to have given up even before they enter your room, who seem to be in a constant state of withdrawal or attack self, may be suffering from chronic shame. Their experience of schooling is that it is mostly unrelenting negative affect. They often present as learning disabled. They are. They have learnt that each lesson will bring shame affect. They anticipate it. Attack Self and Withdrawal are 'socially acceptable' scripts in the classroom - and won't necessarily draw the teacher's attention. These students can therefore 'fly under the radar' in a busy room.

Shame affect is CENTRAL to Complex Learning:

Separating the SELF from the BEHAVIOUR is a key principle of good pedagogy.

SELF-THEORIES ABOUT INTELLIGENCE – SCRIPTS ABOUT LEARNING

Students bring a certain MINDSET (self-theories about their intelligence; sets of scripts around learning and their abilities)…
    a FIXED (entity theory) mindset believes capabilities are fixed since they are part of the self, and the self is fixed, constant
    a GROWTH (incremental theory) mindset believes capabilities can be developed through effort, i.e. through their behaviours

FIXED mindset attributes success to innate qualities of the self, and sees failure as evidence that the SELF is faulty **(a shame-prone script)**.
    "the world is about measuring your ability. It is a world of threats and defences"

GROWTH mindset attributes success to effort and behaviours, and sees failure as a need to work and study harder **(a guilt-prone script)**.
    "the world is about learning and growth. It is a world of opportunities to improve"
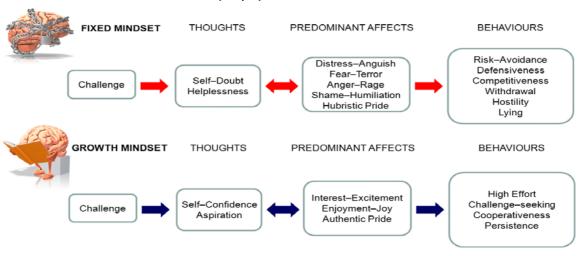— Dweck & Master 2008

Description of the two Mindsets in terms of predominant Scripts & their Impacts:

	Fixed Mindset	Growth Mindset
	Scripts that Intelligence is Fixed	Scripts that Intelligence is Malleable
Desire	Look smart in every situation and prove myself over and over again. Never fail.	Stretch myself, take risks and learn. Thrive on challenges.
Evaluation of Situations	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will it help me do better in future?
Dealing with Set-backs	"I'm a failure" (self-identity - shame-like) "I can't do this" *(Attack Self)*	"I failed" (behaviour - guilt-like) "I need to try harder, do things differently"
Scripts around Challenge	Avoid challenges, get defensive or give up easily *(Compass of Shame)*	Embrace challenges, persist in the face of set-backs (employs Interest)
Scripts around Effort	Effort indicates low intelligence	Growth and learning require effort
Scripts around criticism	Ignore constructive criticism, it can't help	Learn from criticism. How can I improve?
Success of Others	Feel threatened by others' success *(Shame affect)*	Finds lessons and inspiration in others' success
End Result	Plateau early, achieve less than full potential	Reach ever-higher levels of achievement

— Dweck 2012

Cognitions, Predominant Affects and Behaviours (Scripts) associated with the two Mindsets:

Practices which Promote the two Mindsets (scripting for a Fixed or Growth Mindset):

	Fixed Mindset	Growth Mindset
Praising	For person: talent, intelligence	For process: effort, strategy, etc.
Portraying 'genius'	As inborn and effortless	As achieved through passion and effort
Portraying challenge	As something weak students encounter	As a value and a way to learn
Portraying effort	As necessary for less able students	As necessary for everyone
Portraying the brain	As static	As growing with learning

— Dweck 2012

We can best promote (encourage scripting of) growth-mindsets in our students by:
- Establishing high expectations (not just high standards).
- Creating a risk-tolerant learning zone.
- Giving feedback that focuses on process — the things students can control.
- Introducing students to the concept of the malleable mind.

How we **FRAME** tasks, and how we **GIVE FEEDBACK**, positive or negative, can encourage either a FIXED MINDSET or a GROWTH MINDSET in our students.

FRAMING TASKS: ...adapted from the Mindset Works EducatorKit www.mindsetworks.com

Examples of Communicating: Learning Goals
- New material is an opportunity to stretch!
- Today's learning objective will give everyone an opportunity to stretch.
- I am hoping that you all do not know this already; I don't want to waste your time!
- I really want us to stretch beyond our comfort zone on this!
- This is just the first draft — you'll have lots of chance to improve it.
- I want you to push yourselves to tackle this concept.
- We're in the learning zone today. Mistakes are our friends!

Examples of Communicating: High Expectations
- I know that you all have the ability to do this, so I have set the bar high.
- This will be a challenging concept to learn, but all of us can reach the goal.
- I am going to push you all because I know if I do you will all do amazing work!
- This is challenging, but rewarding!
- When you master this learning, you can be proud because this isn't easy.
- As you learn this, mistakes are expected. Your mistakes help me support you. Let's make mistakes together!
- I have seen you stretch and succeed in the past. Let's do it again.

GIVING FEEDBACK: ...adapted from the Mindset Works EducatorKit www.mindsetworks.com

Examples for when they struggle despite strong effort
- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**.
- When you think you can't do it, remind yourself that you can't do it **yet**.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year).
- Of course it's tough —school is here to makes our brains stronger!
- If it were easy you wouldn't be learning anything!
- I admire your persistence and I appreciate your hard work. It will pay off.

Examples for when they struggle and need help with strategies
- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this….
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Just try — we can always fix mistakes once I see where you are getting held up.
- What parts were difficult for you? Let's look at them.
- Let's ask - for advice s/he may be able to explain/suggest some ideas/recommend some strategies.
- If you make _____changes, we can reassess your score. Let's discuss a plan for you.

Examples for when they are making progress
- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to ____. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

Examples for when they succeed with strong effort
- I am so proud of the effort you put forth to/in/with _____.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time (behavior, etc).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning _____.

Examples for when they succeed easily without effort
- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- You're ready for something more difficult.
- What topic would you like to learn more about next?

TAKEAWAY MESSAGES — AFFECT IN TEACHING AND LEARNING

1. All attention is **affect-driven** and students work best in a **positive affective environment**

2. Shame affect is an **inevitable part** of learning (and teaching), and it can provide critical information **if we know how to use it**

3. How students learn to **deal with shame affect** in their learning (which scripts they develop) becomes critical to their success

4. Our role is to help them **develop guilt-prone** rather than **shame-prone scripts** in their learning

5. The **mindset (set of scripts)** that **we** and **our students** bring to the classroom affects our outcomes

6. Developing a growth mindset (guilt-prone scripts) in terms of learning enables students to **best develop their talents and abilities**

7. Our developing a growth mindset **in thinking about our students' abilities** enables us to design teaching and learning experiences that best challenge our students to grow in learning

8. How we **frame tasks**, how we **provide feedback**, what **language we use**, can all impact which scripts students develop

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RP for Schools (Restorative Practices) . . . . www.rpforschools.net

MindSet Works . . . . www.mindsetworks.com

Restorative Practices International . . . . www.rpiassn.org

Tomkins Institute: Applied Studies in Motivation, Emotion and Cognition . . . . www.tomkins.org

Email: graeme@rpforschools.net