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EDUCATION MODEL
Curriculum and Classroom Strategies

Nurturing a self-intervention mindset

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Slide 3

A **self-intervention mindset** to empower young people to set higher expectations for themselves

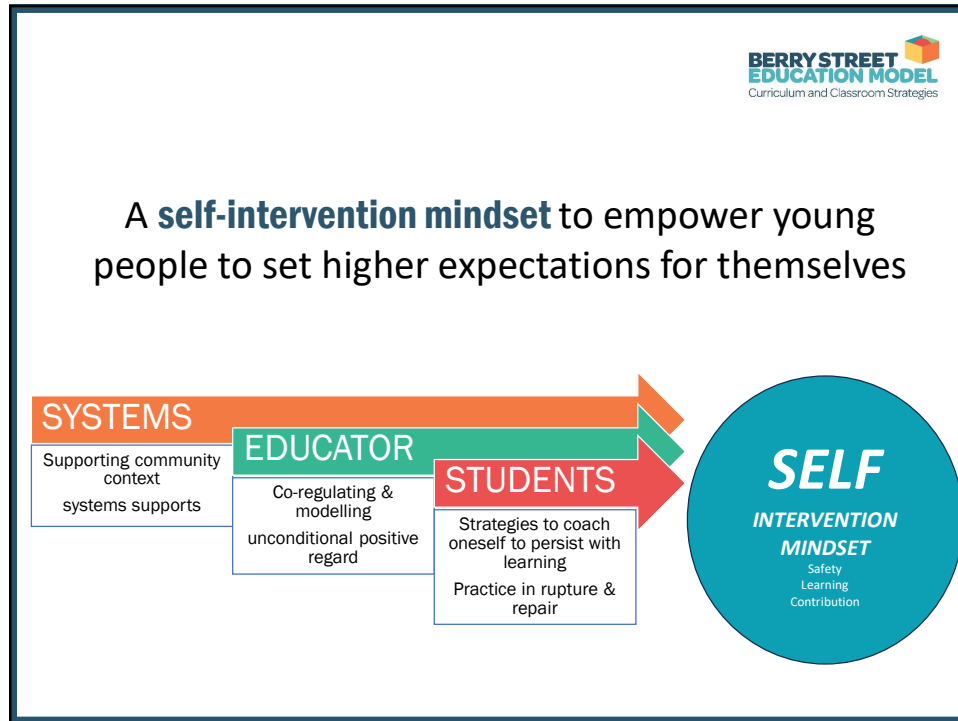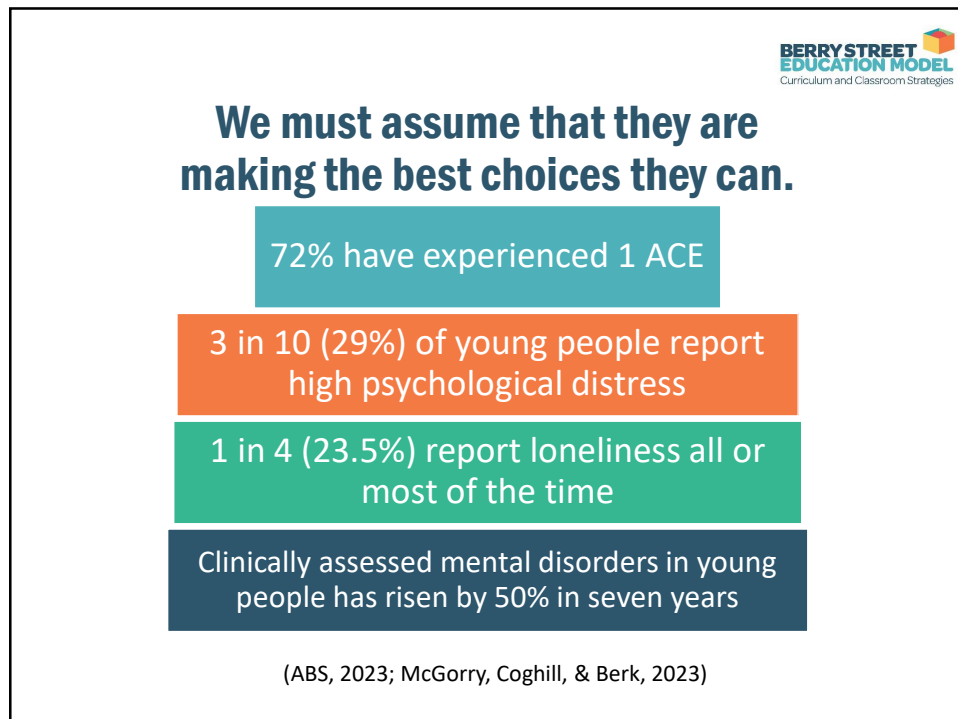BERRY STREET
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SYSTEMS
Supporting community context

systems supports

EDUCATOR
Co-regulating & modelling

unconditional positive regard

STUDENTS
Strategies to coach oneself to persist with learning

Practice in rupture & repair

SELF
INTERVENTION MINDSET
Safety
Learning
Contribution

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We must assume that they are making the best choices they can.

72% have experienced 1 ACE

3 in 10 (29%) of young people report high psychological distress

1 in 4 (23.5%) report loneliness all or most of the time

Clinically assessed mental disorders in young people has risen by 50% in seven years

(ABS, 2023; McGorry, Coghill, & Berk, 2023)

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Meeting one's needs for safety

- The need for safety—to be **psychologically** safe and **physically** safe.

- **Resilient young people are 3 things**—and they are doing this in seen and unseen ways.

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Unpredictability = RISK
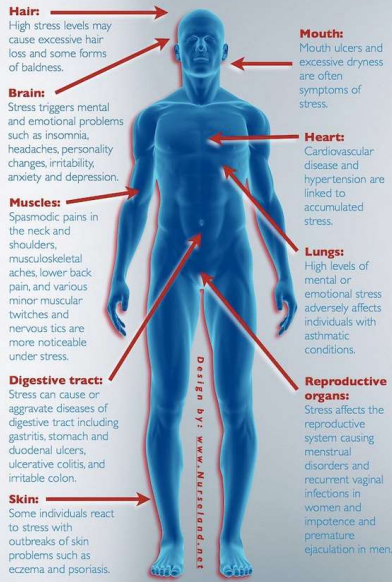
What depletes self-regulation?

Consider *liminal spaces* at school

Decision fatigue and building a *muscle*

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The Effects of Stress

Physical or mental stresses may cause physical illness as well as mental or emotional problems. Here are parts of the body most affected by stress.

Hair: High stress levels may cause excessive hair loss and some forms of baldness.

Brain: Stress triggers mental and emotional problems such as insomnia, headaches, personality changes, irritability, anxiety and depression.

Muscles: Spasmodic pains in the neck and shoulders, musculoskeletal aches, lower back pain, and various minor muscular twitches and nervous tics are more noticeable under stress.

Digestive tract: Stress can cause or aggravate diseases of digestive tract including gastritis, stomach and duodenal ulcers, ulcerative colitis, and irritable colon.

Skin: Some individuals react to stress with outbreaks of skin problems such as eczema and psoriasis.

Mouth: Mouth ulcers and excessive dryness are often symptoms of stress.

Heart: Cardiovascular disease and hypertension are linked to accumulated stress.

Lungs: High levels of mental or emotional stress adversely affects individuals with asthmatic conditions.

Reproductive organs: Stress affects the reproductive system causing menstrual disorders and recurrent vaginal infections in women and impotence and premature ejaculation in men.

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TOP DOWN Regulation

BOTTOM UP Regulation

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CATASTROPHISING

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ME   **THEM**

ME   **THEM**

ME   **THEM**

ALWAYS   **EVERYTHING**

ALWAYS   **EVERYTHING**

ALWAYS   **EVERYTHING**

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Increasing self-regulation & Ready to Learn

"Know thy speedbumps"

| 1 | 2 | 3 | 4 | 5 |

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Slide 11

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Need for Sensory Integration

Moving when learning

Brainbreaks

Positive primers

(Brunzell et al., 2016)

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Systems to de-escalate & regulate

Ready to
Learn Plans

(aka: Focus Plans and Regulation Stations)

Intensive

Targeted

Universal

(Brunzell et al., 2016)

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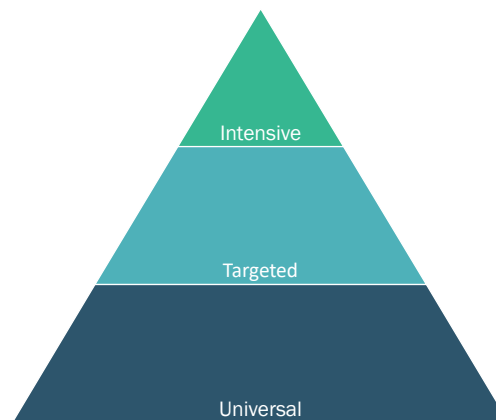
Contributing
my personal, diverse and Cultural

Strengths

- Recognised across cultures
- Contributes to individual fulfilment
- Does not diminish others
- **Contributes** to the collective good

(Niemiec, 2017/2018/2019; Peterson and Seligman 2004)

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Strengths Spotting in Students

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Strengths of the head	Curiosity	Creativity	Judgment/ Critical Thinking	Love of Learning	Perspective
Strengths of Action	Bravery	Persistence	Integrity/ Honesty	Vitality Zest	
Strengths of the Heart	Love	Kindness	Social Intelligence		
Strengths of Community	Teamwork/ Citizenship	Fairness	Leadership		
Strengths of Self-Control	Mercy/ Forgiveness	Humility/ Modesty	Prudence	Self-Regulation	
Strengths of Meaning	Appreciate Beauty & Excellence	Gratitude	Hope/ Optimism	Humour	Spirituality Belief

"I notice" strategy

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EMPOWERMENT Needs towards Contribution

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Hart's *Ladder of Participation*

The Ladder of Participation

8. Child-initiated, shared decisions with adults
7. Child-initiated and directed
6. Adult-initiated, shared decisions with children
5. Consulted and informed
4. Assigned but informed
3. Tokenism
2. Decoration
1. Manipulation

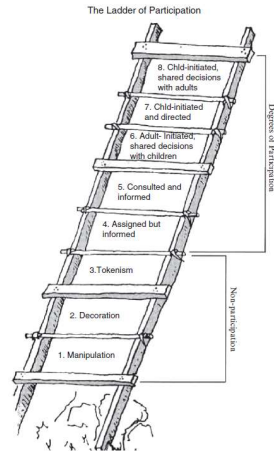Degrees of Participation

Non-participation

Figure 2.1 Eight levels of young people's participation in projects (the ladder metaphor is borrowed from the well-known essay on adult participation by Arnstein (1969), the categories are new) (Hart 1992:8.)

Sequential?

Uneven power balance?

"Students in charge?"

Ideas in *action:*

- **Circle routines** for class restoration

- **Ready to Learn and Ready to Work Plans**

- **Projects towards youth advocacy**

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Meeting Cultural Needs

- Culture is systems of verbal and non-verbal interactions

- Seen and unseen

- Culture is a strength—and requires constant connection towards **contribution** and voice

- Developmentally-aware within our intersectional communities

- Anchored in an emancipatory mindset

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A Systems-informed Approach

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- Unfolding over time
  (chrono-system)

- Social and cultural values
  (macro-systems)

- Education systems, environment
  (exo-system)

- Connections to micro-systems
  (meso-systems)

- Family, peers, school
  (micro-system)

- Individual student

Chrono-systems
Macro-systems
Exo-systems
Meso-systems
Micro-systems
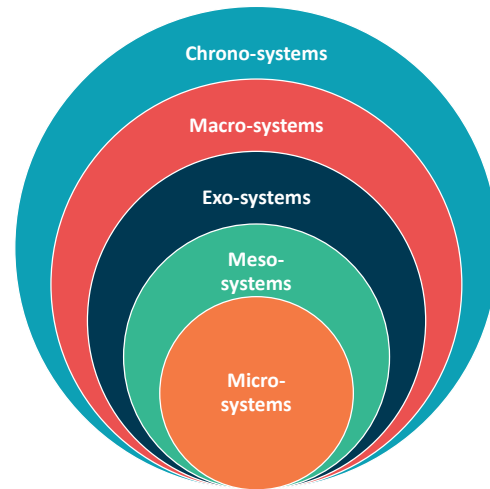
Bronfenbrenner's bioecological systems theory (1979)

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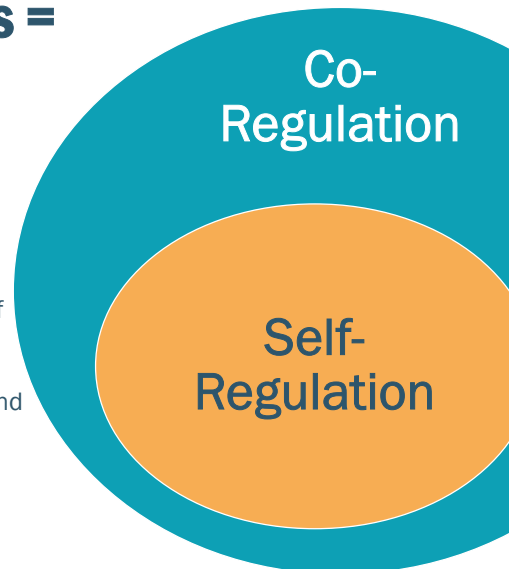## Relational Needs = Co-regulating Systems

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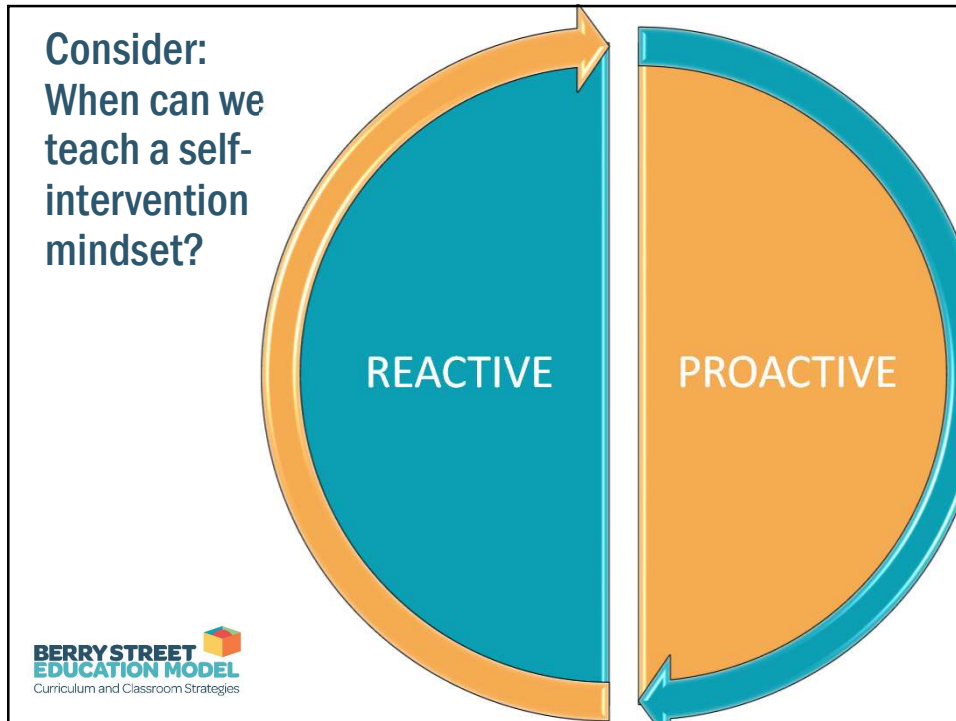
Attachment and attunement

Co-regulatory strategies for ALL staff

Remember healthy power and empowerment in body positioning and tone

Eye-contact is culturally specific and contextual

Co-Regulation

Self-Regulation

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Consider: When can we teach a self-intervention mindset?

REACTIVE

PROACTIVE

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For our systems to empower a self-intervention mindset:

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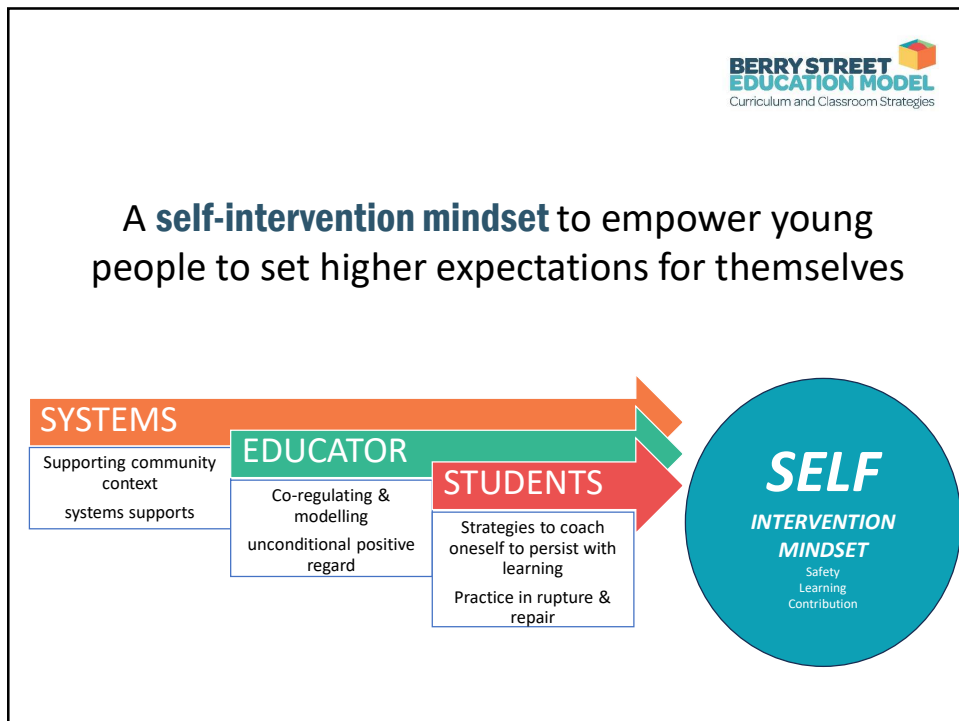Curriculum and Classroom Strategies

Parallel Processes

Our systems are modelling and mirroring adulthood

Repetition. Repetition. & Repetition!

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To support our children & young people:

- Assume our children and young people are searching for strategies towards psychological and physical **safety.**

- Proactively implement strategies for speedbumps and ruptures when **learning.**

- Maintain the lighthouse goal towards their **contribution.**

- **Parallel processes** within our **systems** must hold space for who our students are becoming.

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