

Emotional Poverty, Volume 2

Safer Students and Less-Stressed Teachers

Ruby K. Payne, Ph.D.

Introduction

Basics About Emotion (pages 1–2)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Overview of Workshop

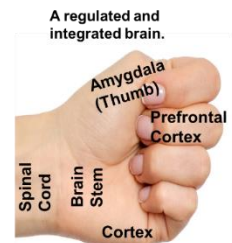
ahaprocess.com/ep2

Review of Hand Model of the Brain (page 6)

Physical aspects of the brain, simplified
Daniel Siegel model from the book
Mindsight

Hand Model of Brain

- Palm is the **brain stem** (involuntary and motivational systems).
- Thumb is the **amygdala**; the area around it is the hippocampus (together the amygdala and hippocampus make up the limbic or emotional center of the brain).
- The **cortex** is the top of the brain where thoughts are.
- The two middle fingers are the **prefrontal cortex**, which is the regulator of the brain.



Chapter One—The Limbic Center (Amygdala and Hippocampus)

Emotional ‘Tells’ of the Body (pages 8–15)

Basic response (freeze, run, fight); pacifying behaviors; distress signals

- legs and feet
- torso, chest, shoulders
- arms
- touch
- hands and fingers
- face
- eyes

Comfortable/Uncomfortable Chart (pages 10–16)

ahaprocess.com/ep2

Comfortable/Uncomfortable Body Language Chart

Body Part	Comfortable	Uncomfortable
Legs/Feet	Stay where they are Move toward you	Turn away from you Move away from you Wrap legs around chair legs Kick up with foot
Torso, Chest, Shoulders	Leaning toward you Their torso is facing your torso	Moving away from you Shielding their torso with object or hands Torso splaying (e.g., sprawling in a chair) is sign of disrespect Puffing up chest is sign of disrespect
Arms	Unrestrained movement To relax someone, show inside of arms, palms up	Arms across chest and/or come down Arm freeze may indicate abuse
Touch	Arms touching someone Brief touch on arm indicates ease	Arms behind back

Memories Stored in the Body at the Cellular and Vibrational Levels—Muscle Testing

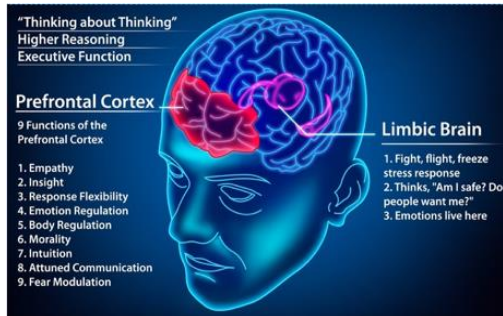


Calming Strategies (pages 22–26)

1. Meditation
2. Mindfulness
3. ANS (yawning, cross crawl, and hand warming)

Chapter 2—Developing the Prefrontal Cortex

Prefrontal Cortex (page 27)



Regulator for the Behavior (pages 30–32)

- Physical damage to the brain (brain scans)
- Role in ADD and ADHD
- Brain waves
- Stress that comes from the prefrontal cortex (panic attacks)
- Stress that comes from the amygdala (emotional triggers)

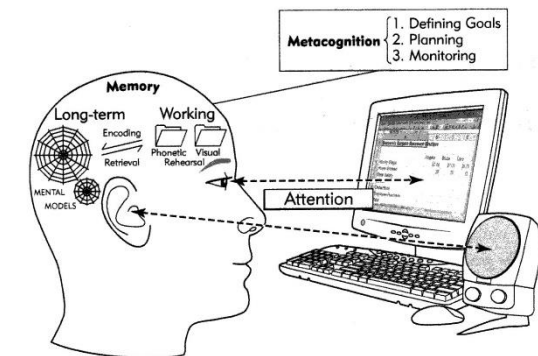
Anxiety: Does It Come from Amygdala or Cortex? (page 36)

Strategy to Deal with Anxiety—If...then...(page 40)

Anxiety Creators

Comment	Kind of thinking	If...then...
No one likes me.	All or nothing	If my mom likes me, other people can like me also.
I am no good at math.	Identifying the negative	If I can keep track of my cellular data usage, I can do math.
She made me do it.	Blaming	If I give her that much power, I can also give myself that much power.
The principal called my mother. I am in trouble.	Possibility to probability	If the principal called my mom, then I need to find out what happened.
I hate her.	Using only feelings	If I can feel hate, then I can also find things to love.

Learning and the Prefrontal Cortex (page 41)



Chapter 3—Adolescent Brain Development

Adolescent Brain—Puberty and Rewiring

Adolescent Brain by Dan Siegel



Social Dominance—Alpha Male and Alpha Female—Bullying (pages 53–54)

Social Dominance



Reward Circuitry (pages 59–63)

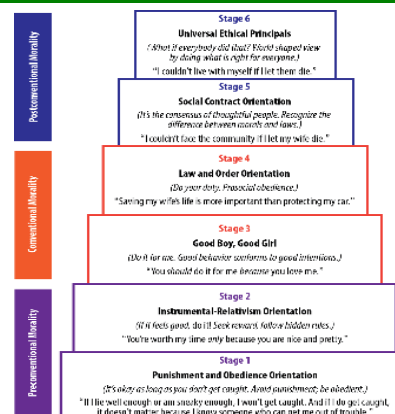
- Porn
- Drugs
- Video gaming
- Risk
- Sensation seeking

Social Cognition (pages 64–73)

- Imaginary audience
- Perspective-taking
- Moral code
- Executive functioning

Development of a Moral Code (pages 66–67)

Kohlberg's Model of Moral Development



Chapter 4—The Hippocampus

Where Do We Get the Story of Ourselves? (pages 75–77)

McLean’s Model of Narrative Ecology of Self



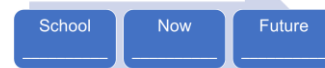
Identity is held in the stories we tell ourselves about ourselves, in the stories others tell about us, and in the stories our culture tells.

Source: The Coauthored Self by K. McLean

Why a Coherent Internal Story Is Essential to Emotional Well-Being (page 86)

Construct a Coherent Internal Story

Who am I? What will stay the same about me and my character?



In different settings



Wounds Are Held in Stories (pages 86–88)

Metaphor Stories (pages 96–101)

Swapping Out Toxic Coauthors (page 102)



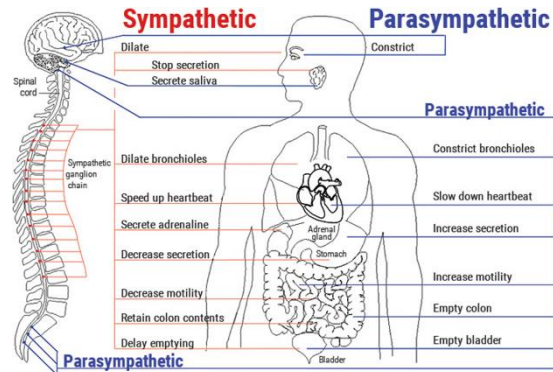
Chapter 5—When the Adults Are Stressed

How Do You Know Your Body Is Stressed? (pages 106–107)

HRV—Heart Rate Variability

Autonomic Nervous System Regulates Stress (pages 107–109)

PNS and ANS



Source: heartmath.org

Mitochondria Create Energy (page 111)

Emotions Are Contagious (page 117)

Mirror neurons

Tools for Balancing the Vagus Nerve and Reducing Stress (page 126–127)

Role of Epigenetics and Historical Trauma in Stress (Inherited Trauma)
TedEd What is Epigenetics?

Sources of Stress—ahaprocess.com/ep2

Assessing Current Stress Levels (page 129)

Take the Quiz



Chapter Six—A Brain-Based Approach to Parents/Caregivers: The Emotional Dance of Parenting

People parent either the way they were raised, or
in reaction to how they were raised.

Implicit Bias and Institutional Bias (pages 136–139, chart on page 137)

Bias Indicators on the Part of Both Teacher and Parent

Area of bias	View as desirable	View as less desirable	No judgment
Eyes (look at you, look away, etc.)			
Educational attainment level/vocabulary			
Race (same as you, not a member of the dominant race/culture/ethnicity/country of origin/religion, etc.)			
Gender			
Appearance (cleanliness, smell, hair)			
Body tells (anxious, comfortable)			
Emotional status (fear, anger, joy)			
Energy (lethargic, high energy)			
Weight			
Age			
Teeth			
Ableness or disability			
Physical fitness			
Occupation			
Shoes/boots			
Clothes/jewelry			
Dialect/speech/language			

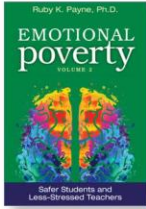
Process for Building Relationships and Invitational Language (pages 141–142)

Tools to Address Parental Anger, Anxiety, Avoidance (page 149)

Source: "Fairy Tales and Script Drama Analysis" by S. Karpman.



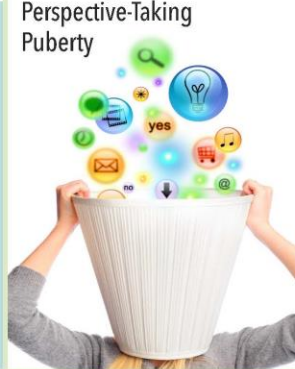





Emotional Poverty Volume 2



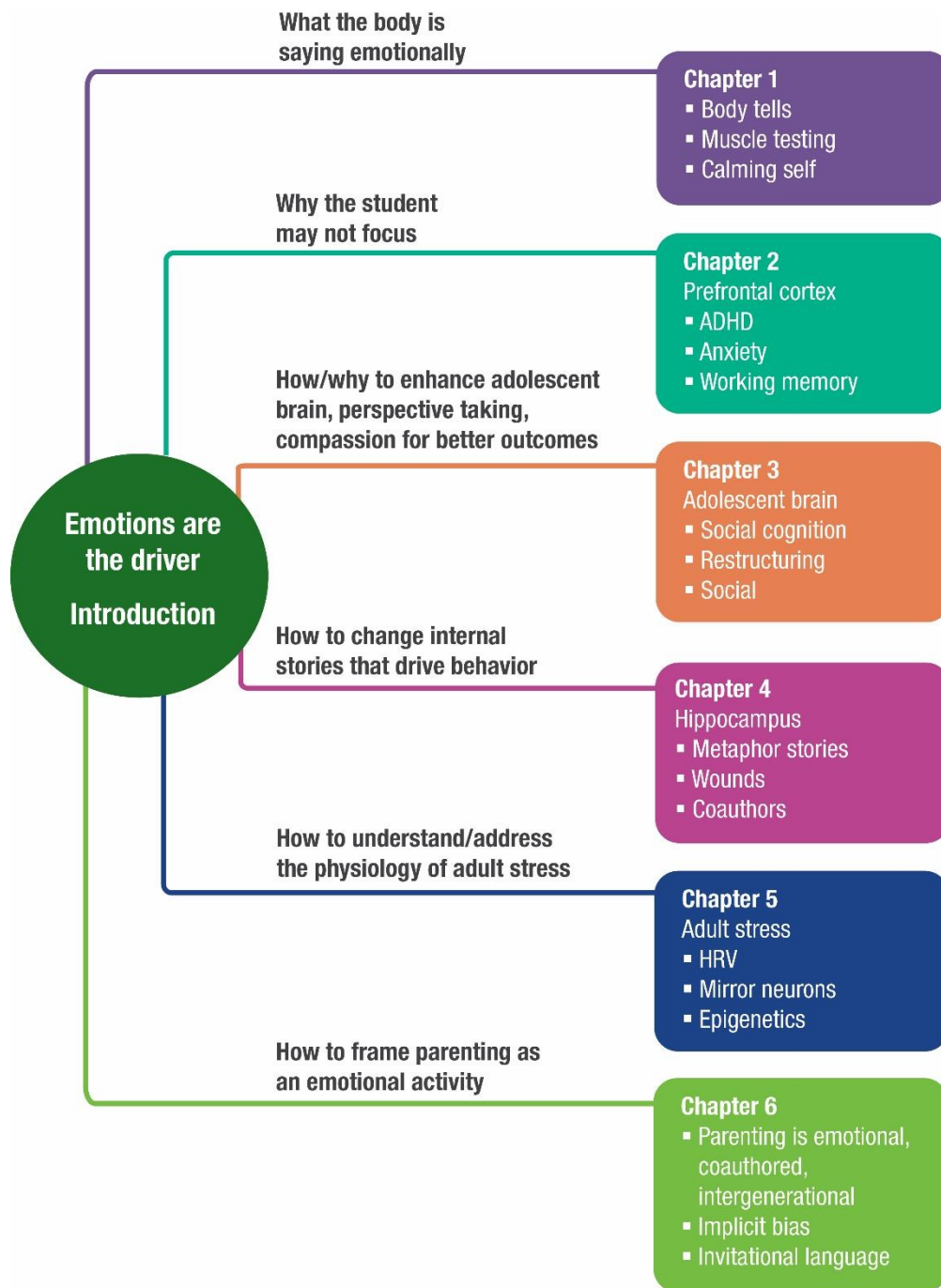
GOALS:

- ◆ Provide educators tools to read the emotional body language of students
- ◆ Provide strategies for regulation of behavior from the prefrontal cortex
- ◆ Identify key issues in the brain development of adolescents
- ◆ Understand the hippocampus and its creation of stories that guide behavior and identity
- ◆ Learn strategies to reduce adult stress and compassion fatigue
- ◆ Use a brain-based approach to the emotional realities of parents and parenting

<p>The Student</p> 	<p>CHAPTER ONE Limbic Center The Body's Emotional Tells</p>	<p>CHAPTER TWO Prefrontal Cortex Controlling Impulsivity</p> 	<p>CHAPTER THREE Adolescent Brain Development Social Dominance Social Cognition Perspective-Taking Puberty</p> 	
	<p>The Adults</p>	<p>CHAPTER FOUR Hippocampus Stories Wounds Identity</p> 	<p>CHAPTER FIVE Adult Stress and Compassion Fatigue Heart Rate Variability (HRV) Autonomic Nervous System</p> 	<p>CHAPTER SIX Brain-Based Approach to the Emotional Realities of Parenting</p> 

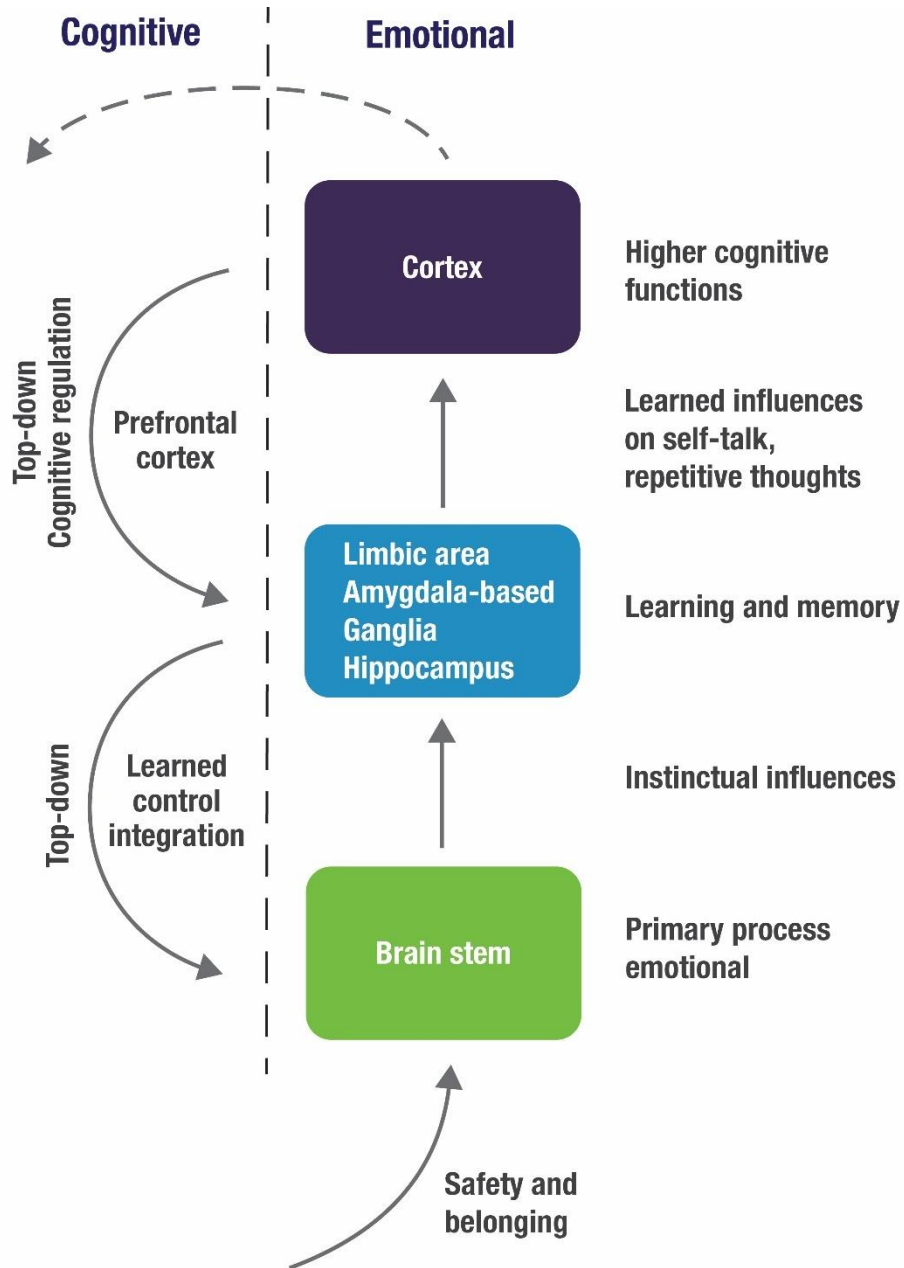


Emotions are the driver



Neurobiological model

Primary Process is Emotional



Tools for each chapter

<p>Chapter 1</p>	<ul style="list-style-type: none"> ▪ Comfortable/uncomfortable chart. ▪ Muscle testing. ▪ Cross crawl. ▪ Teaching students to monitor their bodies so they can control their responses. ▪ Educators can identify their own body tells and stay calmer.
<p>Chapter 2</p>	<ul style="list-style-type: none"> ▪ Plan for ADHD—what works best for them, 10:00 eye position. ▪ Anxiety from the amygdala chart—identifying triggers (page 38). ▪ Anxiety from the prefrontal cortex chart—using “if-then.” ▪ Strategies on page 42 to focus on learning and working memory of the prefrontal cortex.
<p>Chapter 3</p>	<ul style="list-style-type: none"> ▪ Embed perspective-taking into curriculum (see Appendix B). ▪ Use ideas listed on pages 70–73. ▪ Identify community service projects and give awards for that participation. ▪ Give awards for volunteer activities (they do not get paid for these activities) such as caring for an older person, younger siblings, helping someone who has a disability, etc. Ask each student for ways in which they help others and do not get paid. ▪ Have the student body identify the “codes of right and wrong” they will use at school. It is the beginning of a moral code. ▪ Identify a “buddy” system. Everyone has a buddy they check in with for six weeks. Then they get a new buddy. It is a dyad system and works to lessen social isolation.
<p>Chapter 4</p>	<ul style="list-style-type: none"> ▪ Building a coherent story across time and context. ▪ Two kinds of metaphor stories. ▪ Identifying wounds and possible interventions (pages 87–88). ▪ Identifying toxic coauthors and replacing the coauthor. ▪ Helping a student turn a loss into a gain. ▪ Using questions with students to have a better understanding (page 78).
<p>Chapter 5</p>	<ul style="list-style-type: none"> ▪ Keep track of your own distress and pacifying behaviors. It will tell you about your HRV. ▪ Identify your greatest sources of stress (page 128). Ask yourself whether this will matter in five years. Will it matter in one year? If not, drop it. ▪ Keep your mirror neurons in check. Remember that emotions are contagious, and failures and losses are also learning opportunities. ▪ Use the vagus nerve exercises (pages 126–127). ▪ Get enough sleep. ▪ At least one hour a week, do something that takes your mind away from the now. ▪ Women and girls benefit from shared conversation. Men and boys benefit from shared activities.
<p>Chapter 6</p>	<ul style="list-style-type: none"> ▪ The implicit bias chart. ▪ Invitational language. ▪ Questions to help identify where the parent is emotionally. ▪ The Karpman triangle for resolving emotional issues with parents. ▪ The planning document for a parent–teacher conference. ▪ The process for developing a relationship with a parent and coming to a solution for an issue.

Body Part	Comfortable	Uncomfortable
Legs/Feet	<ul style="list-style-type: none"> Stay where they are Move towards you 	<ul style="list-style-type: none"> Turn away from you Move away from you Wrap legs around chair legs Kick up with foot
Torso, Chest, Shoulders	<ul style="list-style-type: none"> Leaning toward you Their torso is facing your torso 	<ul style="list-style-type: none"> Moving away from you Shielding their torso with object or hands Torso splaying (e.g., sprawling in a chair) is sign of disrespect Puffing up chest is sign of disrespect
Arms	<ul style="list-style-type: none"> Unrestrained movement To relax someone, show inside of arms, palms up 	<ul style="list-style-type: none"> Arms across chest and/or come down Arm freeze may indicate abuse
Touch	<ul style="list-style-type: none"> Arms touching someone Brief touch on arm indicates ease 	<ul style="list-style-type: none"> Arms behind back
Hands and Fingers		<ul style="list-style-type: none"> Hiding hands Fingers pointing Shaking hands can indicate stress—depends on context Less movement when threatened Hand-wringing Thumbs in pockets, fingers out Interfacing of fingers Putting hands under the table
Face	<ul style="list-style-type: none"> Loosening of forehead lines, lines around mouth relax, lips are fuller, eyes are wider 	<ul style="list-style-type: none"> Tense—tightening jaw, flared nostrils, quivering mouth, tight lips
Eyes	<ul style="list-style-type: none"> Something we like—pupils dilate Eye flashes—a pleasant surprise 	<ul style="list-style-type: none"> Something we don't like—eyes constrict Eyes down—emotional processing Eye blocking Roving eyes leave a bad impression

Prefrontal cortex checklist

- | | | |
|--------------------------|--|---------------------|
| <input type="checkbox"/> | Inability to give close attention to detail | 0 = never |
| <input type="checkbox"/> | Trouble sustaining attention in routine situations (homework, chores, paperwork, etc.) | 1 = rarely |
| <input type="checkbox"/> | Trouble listening | 2 = occasionally |
| <input type="checkbox"/> | Inability to finish things, poor follow-through | 3 = frequently |
| <input type="checkbox"/> | Poor organization of time or space | 4 = very frequently |
| <input type="checkbox"/> | Distractibility | |
| <input type="checkbox"/> | Poor planning skills | |
| <input type="checkbox"/> | Difficulty expressing feelings and emotions | |
| <input type="checkbox"/> | Difficulty expressing empathy for others | |
| <input type="checkbox"/> | Excessive daydreaming | |
| <input type="checkbox"/> | Boredom | |
| <input type="checkbox"/> | Conflict seeking | |
| <input type="checkbox"/> | Difficulty awaiting turn | |
| <input type="checkbox"/> | Impulsivity (saying or doing things without thinking first) | |
| <input type="checkbox"/> | Frequent traffic violations | |

Wounds

Childhood experience message/story/wound	May cause this emotion and behavior	What they want
Environment emphasized that one must be good and correct. Do not make mistakes. The world is black and white—right or wrong. Competition to be the best.	Anger at self. Want to be perfect. Resent those who do not follow the rules.	Neatness and order. All the details. Clarify the criteria. Establish that perfection is not necessarily the goal.
Environment taught them that having or expressing their own needs leads to humiliation or rejection. Work to adapt to the needs of others in their environment.	Driven by feelings/heart. Focus on others' feelings rather than their own.	Help them limit what they say yes to doing. Have them identify their own feelings. Help them identify what they need in a situation.

(continued on next page)

Wounds (continued)

Childhood experience message/story/wound	May cause this emotion and behavior	What they want
Environment where they were valued and rewarded for getting things done. Don't believe that they can be loved if they are not productive. Child may take on parenting roles.	Ignore feelings—focus on tasks.	Opportunities for leadership. Identify the end result, and let them do the work. Ask them to identify what they sacrifice in their pursuit of achievement. What has value in their life aside from achievement?
Early environment in which they felt different and misunderstood by their parents, siblings, and peers. Lots of “what if?” Feel as if something is always missing.	Focus on their own feelings. They are their feelings.	Want to be recognized as unique and different. Want to be creative. Identify realistic situations as opposed to idealistic situations.
Often felt invisible as a child. Grew up either with an intrusive parent or a lack of deep, meaningful interactions with caregivers. Retreat to the world of thoughts. To survive, need to detach emotionally and hide.	Fear is outside of them. Focus on facts/information and research.	Understand their need for solitude, exploration of the unknown, undiscovered. Want time for their projects. Do not want to feel uninformed or ignorant, to be “managed.” Value autonomy and self- containment.
Often, not always, something unpredictable about early childhood environment. Learned there is always something to worry about.	Fear is internal. I am afraid for me.	Want to have security, belonging, predictability. Want to eliminate threats as much as possible.
In developmental years, the message was “You’re on your own. Little support here.” Create their own nirvana.	Ignores fear. Trades fear for experiences—the next adventure.	Want to maintain freedom and happiness, lots of variety, be excited and occupied, and avoid pain. Do not want to feel trapped, bored, or guilty.
Loss of childhood innocence or other experience that required them to take responsibility for self and others. Unstable environments or backgrounds where toughness was rewarded or bullied at school.	Direct anger at others. Arguing is intimacy and connection. Intense energy—all or nothing. Do not try to control me.	Challenge them right back. Tell them the truth—don’t sugarcoat it. Let them have some sort of control over the situation—offer choices. Appeal to their soft side.
Grew up in environments where they felt unimportant and that their opinions and wants did not matter much.	Denies their anger. Tries to get everyone to get along. Tunes out and withdraws to a safe place.	Like structure, predictability, routines. Like to be part of a group with good relationships. Don’t want conflict or stress.

Sources of stress: Which ones are true for you?

Source of stress	Highlight those which apply. Go back over your highlighted list and identify the top five.
Expectations	Work Demands by self to self Family Friends Household
Relationships	Marital/partnership Children Parents Colleagues Boss Siblings/in-laws Friends Exes
Time demands	Work Household Exercise Social
Physical	Death Addiction Illness/disease Aging Exercise
Financial	Debt Insufficient income Retirement savings Too many bills Divorce payments/child support
Past memories/wounds	

Assessing current level of stress

Green light



1. Got enough sleep last night.
2. Had food—particularly protein.
3. My children and/or partner/spouse are good.
4. I am getting exercise.
5. Have a plan for the day.
6. Traffic was sane.
7. Plenty of water—hydrated.

Yellow light



1. Got sleep but not as much as I need.
2. Skipped breakfast/lunch.
3. Argument this morning before work.
4. Stupid memo came from the administration.
5. Johnny threw a chair the first hour of school—plan for the day is off.
6. Not enough water.
7. Who has time to go to the bathroom?

Red light



1. Disrupted sleep, not nearly enough.
2. No exercise for four days.
3. Can't get my own child's issues diagnosed accurately.
4. Angry parent called this morning.
5. Personal financial budget is stressed.
6. Mostly sugar and carbs for food.
7. Seriously dehydrated.

Bias indicators on the part of both teachers and parent

Area of bias	Good	View as desirable	View as less desirable
Eyes (look at you, look away, etc.)			
Educational attainment level/vocabulary			
Race (same as you, not a member of the dominant race/culture/ethnicity/country of origin/religion, etc.)			
Gender			
Appearance (cleanliness, smell, hair)			
Body 'tells' (anxious, comfortable)			
Emotional status (fear, anger, joy)			
Energy (lethargic, high energy)			
Weight			
Age			
Ableness or disability			
Physical fitness			
Occupation			
Shoes/boots			
Clothes/jewelry			
Dialect/speech/language			

The parent-teacher conference

Parent-teacher conferences and calls should be planned *before* they occur. Here is a checklist that can be used:

<p>PARENT-TEACHER CONFERENCE FORM WITH STUDENT</p> <p>Student name _____</p> <p>Parent name _____ Date _____ Time _____</p> <p>Teacher _____</p> <p>How will the conference be conducted? In person Online On the phone</p>
<p>PURPOSE OF THE CONFERENCE (CHECK AS MANY AS APPLY)</p> <p>_____ scheduled parent-teacher conference</p> <p>_____ student achievement issue</p> <p>_____ parent-initiated</p> <p>_____ discipline issue</p> <p>_____ social/emotional issue</p>
<p>WHAT IS THE DESIRED GOAL OF THE CONFERENCE?</p>
<p>WHAT DATA WILL I OR THE STUDENT SHOW THE PARENT?</p> <p>Student work, discipline referrals, student planning documents?</p>
<p>WHAT QUESTIONS NEED TO BE ASKED? WHAT ISSUES NEED TO BE DISCUSSED?</p>
<p>WHAT FOLLOW-UP TOOLS AND STRATEGIES WILL BE IDENTIFIED?</p>