Emotional Poverty in All Demographics
How to Reduce Anger, Anxiety, and Violence in the Classroom
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Introduction

Basics About Emotions

1.
2.
3.
4.
5.
6.
7.
8.
9.

Overview of Chapters

Definition of Emotional Poverty

1. Unregulated, unintegrated brain
2. Weak inner self
3. Insecure bonding and attachment
4. "Less than" and "separate from" environments

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Chapter 1—Why do students explode? Unregulated, unintegrated brain

Hand Model of the Brain (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.

A regulated and integrated brain.

Amygdala (Thumb)

Prefrontal Cortex

Spinal Cord

Brain Stem

Cortex

Strategies to Develop Brain Regulation and Integration

1. Teach Teddy
2. Storybook
3. Future story

Calming Strategies

1. Water
2. Eyes up
3. Tapping and touch
4. Songs
5. 1-2-3 breathing
6. Simplified EMDR (eye movement desensitizing routine)
7. Kaleidoscope

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Chapter 2—Self-Construction and the Inner Self
What causes behavior? What motivates bad (uncompassionate) behavior?

Development of the Inner Self (Core Self)—The Emotional Interpretation of Experience

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Stages of Development—Research of Erikson
Emotional age may not be chronological age

Birth – 1	2 – 3 years	4 – 5 years	6 – puberty	Puberty – 18	18 – adult
Trust vs. distrust	Autonomy vs. shame	Initiative vs. guilt	Industry vs. inferiority	Identity vs. role confusion	Intimacy vs. isolation

* Damage done by psychological control versus benefits of behavioral control

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Characteristics of a Weak Inner Self   **Characteristics of a Strong Inner Self**

Motivation for Behavior

Weak inner self

Fear of loss of safety or belonging

Anger projected onto others
(harming others)

Anger projected onto self
(anxiety)

Using the Validation Process (page 140) **to Change Motivation for the Behavior** (from Chapter 8)

Moving the student from a weak inner self to a strong inner self with consequences (ownership of a behavior)

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Chapter 3—Bonding and Attachment
Why do discipline strategies work with some students and not with others?

Bonding and Attachment Styles (page 39)
Note: Not disorders which are listed in the DSM-5

Four Styles of Bonding and Attachment

SECURE AND ATTACHED	**INSECURE AND ANXIOUS-AMBIVALENT**
INSECURE AND ANXIOUS-AVOIDANT	**DISORGANIZED (SAFE AND DANGEROUS)**

Styles as Patterns of Safety and Emotional Responses

- From which styles do homicides and mass shootings tend to originate?

- From which styles do suicides and anxiety tend to originate?

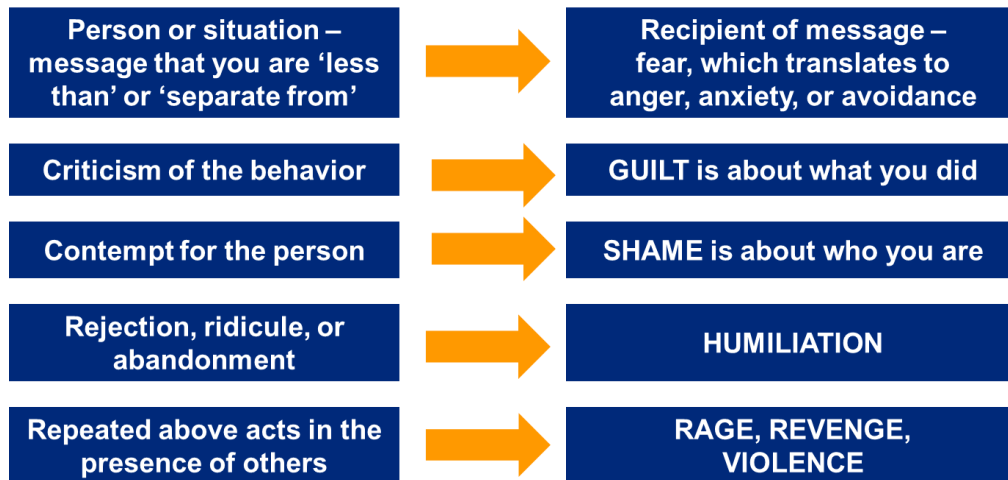- For you personally, which styles are most difficult to address?

What Tends to Work/Not Work in Discipline by Style (chart on pages 44–45)

Using Metaphor Story to Figure Out a Student's Bonding and Attachment Style

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Chapter 4—Weak Bonding and Attachment
How does feeling 'less than' and 'separate from' create anger, anxiety, avoidance, resentment, shame, guilt, humiliation, violence, and revenge?

Example of a Process for Moving to Violence Against Self or Others (page 60)

Person or situation – message that you are 'less than' or 'separate from'	Recipient of message – fear, which translates to anger, anxiety, or avoidance
Criticism of the behavior	GUILT is about what you did
Contempt for the person	SHAME is about who you are
Rejection, ridicule, or abandonment	HUMILIATION
Repeated above acts in the presence of others	RAGE, REVENGE, VIOLENCE

Case Studies (Comments that promote safety and belonging; comments that increase 'less than' and 'separate from' experiences)

1. Racism and classism
2. Death of a parent
3. Sexual orientation
4. Racial discrimination
5. Dual language discrimination
6. Student mobility
7. Foster care
8. Gender and body discrimination
9. Social media bullying

Strategy for Emotional Triage—Increasing Campus Safety (pages 84–85)

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Chapter 5—Gender Issues
Why do I have so many discipline referrals for males?
Why do they shut down and quit?

Some Disclaimers

Seventy-six percent of educators in K–12 are female. Fifty percent of the student population is male. The majority of discipline referrals, special education students, and dropouts are male. The numbers do not work.

Brain development is a mix of nature and nurture.

Male and female brain differences are like a Venn diagram—there are differences as well as shared aspects. Computers can identify 69–75% of the time whether the brain is male or female by structure.

These are patterns and do not apply to everyone.

Chart of Differences (pages 90–91)

Note that on the male side of the chart there is a research citation for every characteristic cited.

What Strategies Will You Use? What Will You Do Differently?

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Chapter 6—The Emotional Classroom Dance

Why is there so much emotional noise in the classroom?
Especially before and after holidays?

Bonding and Attachment Styles of Educators (pages 107–108)

Energy vs. Responsibilities Charts of Adults (pages 113–115)

Adult Development Tasks and Stages (pages 117–122)

Emotional Noise in the Classroom (page 123)

Institutional Emotional Noise (page 124)

Isomorphism is the concept that what happens at one level of the organization happens at all levels. Adult developmental stages can impact the safety and belonging for students on a campus.

Emotional Noise (page 99)

Case Studies to Evaluate Emotional Noise
- Alecia
- Larry
- George
- Sally
- Delores

What Did You Learn About Yourself? What Were Your Takeaways?

Chapters 7, 9, and 10

Chapter 7—More Factors in Emotional Development (additional information)

- Parenting issues
- Financially affluent households
- Emotional neglect/parentification of a child
- Parental alienation in a divorce
- Fatherless sons
- Adverse childhood experiences (ACEs); ACEs quiz is on page 131
- Mental illness, biochemical issues, and borderline/narcissistic personality disorders
- Addiction
- Death

Chapter 9—Managing Your Life (tools for emotional stability for the adult)

1. Future story and goals (what do you want in your lifetime?)
2. Time management (by decade before you "time out," by three-year increments, by daily time frames)
3. Money management based upon an assessment of *emotional realities*
4. Management of self-talk
5. Management of expectations and boundaries
6. Identify relationships of support
7. Other assets include spiritual resources, physical exercise, meditation/mindfulness/prayer, new learning, daily gratitude

Chapter 10—What We Can Do

Study Guide—Appendix A
Classroom Management—Appendix B