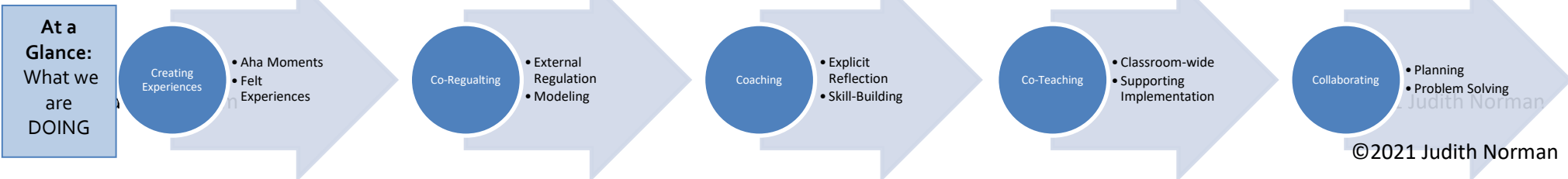


# Developmental Mindsets Paradigm:™

	Clues: Doing, Beliefs, Saying	Information & Content	Our Roles & Actions
	<i>What do they see/not see?</i>	<i>What information do they have/not have?</i>	<i>What relationships are they aware of/not aware of?</i>
Pre-Inquiry	Continuing to do the same thing without questioning or self-reflection <i>I know what I am doing, I don't have to change, they do.</i> "I've always done it this way." "This has always worked in the past."	<b>Brains:</b> Brain Basics, Brain States, Preparing brains to learn, Stress, Mirror neurons, Stress reaction continuum <b>Nervous Systems:</b> Orchid and dandelion research (Thomas Boyce) <b>Frameworks/Concepts:</b> Parallel process <b>Strategies:</b> Recognizing processing capacity <b>ESSENTIAL UNDERSTANDING: We are all impacted by stress every day.</b>	<b>Focus: Providing AHA moments – Creating experiences</b> Building schema. Giving a felt experience of the material.  <b>Challenges:</b> Lack of buy in, Defensiveness
Wondering	Continuing strategies I've been using, recognizing not seeing the outcomes I want for all students, resulting in frustration/blame at students/others. <i>I don't understand why they keep choosing this behavior.</i> Asking "Is it really trauma or just behavior?" "You're coddling them."	<b>Brains:</b> Top-Down AND Bottom-Up approaches Hand model, Sequence of Engagement <b>Nervous Systems:</b> Regulatory Lens – reframe behavior, Self-regulation benefits everyone, Self-regulation skills and intro to the process, Growing windows of tolerance <b>Frameworks/Concepts:</b> Timeline Approach, Different roles <b>Strategies:</b> Recognizing escalation, Interoceptive awareness, Power players, Intro to brain-aligned strategies <b>ESSENTIAL UNDERSTANDING: Behaviors make sense.</b>	<b>Focus: Developing curiosity – Co-Regulating</b> External regulator for adults Naming students' attempts at regulation Modeling the skills involved in self-regulation Focus on and model only one strategy from each category <b>Challenges:</b> Believing it's a choice, Negativity, Blaming others
Exploring	Looking for answers while not knowing what questions to ask. <i>I'm not sure if this is really working or not, they are still struggling.</i> Asking "What if?" Wanting specific "how to" plans. Listening and maybe saying the right things but not sure how to implement.	<b>Brains:</b> Process of neuroplasticity and Practical Neuroscience, Info processing, Perceived threats, Challenge & support balance <b>Nervous Systems:</b> Regulatory Lens – your own dysregulation Process of developing own self-regulation skills Interoceptive awareness for self <b>Frameworks/Concepts:</b> The set-up, Highlighting process approach, Attunement, ZPD, Proactive discipline Relationship challenges – safety & belonging, Rupture & repair <b>Strategies:</b> Regulating myself, 1 foot in/out, Setting boundaries, Being an ally & and external regulator, Braindrops & Learning Tools <b>ESSENTIAL UNDERSTANDING: Re-wiring and re-patterning is a process.</b>	<b>Focus: Deepening self-reflection skills - Coaching</b> External regulator for teacher and reflecting upon the impact Reflecting on felt experiences/the set up. Modeling all regulating strategies Coaching in recognizing their own arousal states and regulating <b>Challenges:</b> Wanting to give up, Not seeing progress quickly enough, Self-doubt, Overwhelm. Feeling like a failure.
Re-Thinking	Seeking out and asking for help. Trying out new things or ideas. <i>I need to keep remembering to regulate myself and sometimes that is really hard. Is this ever going to feel easy?</i>	<b>Brains:</b> Mirror neurons deepened, Cues of safety/threat <b>Nervous Systems:</b> Developing co-regulation skills, Regulating a classroom, What regulation is and isn't <b>Frameworks/Concepts:</b> Values <b>Strategies:</b> Zooming in & Out <b>ESSENTIAL UNDERSTANDING Expanding our own windows of tolerance helps us to be an external regulator</b>	<b>Focus: Supporting development of co-regulation skills – Coaching &amp; Co-teaching</b> External regulator for classroom and reflecting upon impact Modeling all promoting connection strategies Coaching in recognizing arousal states in the classroom and co-regulating <b>Challenges:</b> One step forward two steps back, Exhaustion
Embedding	Supporting others. Adapting things to make it more their own <i>I can work from a teaming perspective so we can all support each other.</i>	<b>Frameworks/Concepts:</b> Developmental mindsets paradigm <b>Strategies:</b> Coaching others <b>ESSENTIAL UNDERSTANDING : My authenticity and regulatory impact can make a big difference in my system.</b>	<b>Focus: Planning &amp; Problem solving - Co-Teaching and Collaborating</b> <b>Challenges:</b> Maintaining boundaries



## General Coaching Questions

### Grief Process & Beliefs/Attitudes

Your fantasy classroom.

- Describe the environment you want for you and your students. How you want it to feel and look and why.
- Gaps between that and reality.
- What do you think is getting in the way of that?
- What do you think it will take to get there?

Being an external regulator as they share and promoting reflective awareness.

### Values/Priorities

- What is your highest priority/priorities in the classroom (for you, students/class)? Why?
- What feels important about each one of those?

### Perceived challenges

- When you think about your class/students how would you describe your beliefs, attitudes or feelings right now?
- What are the biggest challenges or concerns you have right now?
- What feels most challenging about each one of those?

### Moving Forward

What would you be open to trying?

Is there anything specific you'd like to start working on?

What kind of support do you think you'd need for this to feel successful?

### Measuring Progress

How would progress in this area look?

What are some specific things you'd hope to see short-term and/or long-term?