



SYNERGETIC EDUCATION® INSTITUTE

Developmental Mindsets Paradigm™ Stages Examples

Pre-Inquiry: We are all impacted by stress every day.

An experienced teacher who had always believed she had good management of her classes, had several students who were “acting out,” as she put it. She said, “They are making it hard for other students to learn and it’s not fair.” One day she got very upset and threw something across the room. When questioned about this and how it might have impacted the students, she said, “My students are fine; they know that there is nothing to be afraid of; I was just frustrated.”

Wondering: Behaviors make sense.

During a workshop, a principal talked about some boys in a class who he said, “Did not have any trauma.” He talked about how disruptive they were during class and described them as “class clowns.” He assured me that they were choosing their behaviors because they liked the attention and being seen as cool by their peers.

Exploring: Re-wiring and re-patterning is a process that creates options for change.

One day during a science lesson in which small groups were doing experiments, a student was leaving the classroom and then coming back. The teacher shared feeling pulled in many different directions, and said, “I didn’t feel I could keep an eye on the student’s movements.” He said, “I just didn’t know what to do, so I told the student if he left again, I wouldn’t let him back in. I had already tried everything else, and nothing was working.” He told me that the student did leave again so the teacher locked the door. He said, “When he came back and tried to re-enter the classroom, I left him at the door banging to come in; I feel terrible even admitting this.”

Re-thinking: Practicing one foot in and one foot out helps us to be an external regulator.

A kindergarten teacher had a group of students who really struggled with self-regulation. She had several who were still adjusting to school in general. She had a large, open regulation space with many options. Most of the kids did not know how to use it appropriately and often became more dysregulated in the space. She asked for support in creating several smaller, contained regulation spaces in the classroom and for someone to work with students one-on-one and as a class on using the space appropriately.

Embedding: Your authenticity and regulatory impact can make a big difference in your system.

A teacher who had a new teaching partner worked with her new partner’s existing systems while incorporating support for teaching self-regulation and interoceptive awareness. To her “feelings” check-in board, she added interoceptive awareness prompts. To the “cozy corner,” she added self-reflective prompts for supporting identifying regulatory needs in the moment. She actively and intentionally promoted self-reflection, self-regulation and growing students’ windows of tolerance in the classroom and supported her new teaching partner in the process.