

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've always done it this way." "This has always worked in the past."</i>	<p>Brains: Brain Basics, Brain States, Preparing brains to learn, Stress and the brain, Mirror neurons, Stress reactions continuum, Info processing, Perceived threats, Sequence of engagement, Top-Down AND Bottom-Up approaches Hand model, Sequence of Engagement</p> <p>Nervous Systems: Understanding regulation & dysregulation, Regulatory Lens – reframe behavior, Self-regulation benefits everyone, Self-regulation skills and process, Growing windows of tolerance, Behavior pathways</p>	<p>Focus: Providing AHA moments – Creating experiences Building schema. Giving a felt experience of the material.</p> <p>Challenges: Lack of buy-in, Defensiveness</p>
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". Asking "Is it really trauma or just behavior?" "You're coddling them."</i>	<p>Frameworks/Concepts: Match and Mismatch, 3 Questions, Timeline Approach, Right strategy at the right time, Different roles, Parallel process</p> <p>Strategies: Recognizing processing capacity, Developing self-regulation and Interoceptive awareness, Power players, Scaffolding, Brain-aligned strategies, 1 foot in/out</p> <p>ESSENTIAL UNDERSTANDINGS: We are all impacted by stress every day. Behaviors make sense.</p>	<p>Focus: Developing curiosity – Co-Regulating External regulator for adults Naming students' attempts at regulation Modeling the skills involved in self-regulation Focus on and model strategies that fit for that person.</p> <p>Challenges: Believing it's a choice, Negativity, Blaming others</p>
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." They ask, "What if?" They want specific "how-to" plans. They listen and maybe say the right things, but they are not sure how to implement them.</i>	<p>Brains: Process of neuroplasticity and practical neuroscience, Balancing challenge & support, Neurochemicals, Cues of safety, Orchid and dandelion research (Thomas Boyce)</p> <p>Nervous Systems: What regulation is and isn't, Regulatory Lens – our own dysregulation, Process of developing own self-regulation skills and Interoceptive awareness,</p> <p>Frameworks/Concepts: The set-up, Highlighting process approach, Attunement, ZPD, Proactive discipline, Our own sensitivities, Understanding escalation, Relationship challenges – safety & belonging, Rupture & repair</p> <p>Strategies: Regulating myself, Reflective awareness Being an ally & and external regulator, Braindrops & Learning Tools</p> <p>ESSENTIAL UNDERSTANDING: Re-wiring and re-patterning is a process that creates options for change.</p>	<p>Focus: Deepening self-reflection skills - Coaching External regulator for teachers and reflecting upon the impact Reflecting on felt experiences/the set up. Modeling a wider range of strategies Coaching in recognizing their own arousal states and regulating</p> <p>Challenges: Wanting to give up, Not seeing progress quickly enough, Self-doubt, Overwhelm. Feeling like a failure.</p>
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>	<p>Brains: Deepening the neuroscience we've learned, Emotional flooding</p> <p>Nervous Systems: Deepening co-regulation skills, Deepening understanding of attachment to self, Regulating a classroom, Lagging skills</p> <p>Frameworks/Concepts: Values, Layered support plans</p> <p>Strategies: Setting boundaries, Starting points, Collecting meaningful data</p> <p>ESSENTIAL UNDERSTANDING: Expanding our own windows of tolerance helps us to be an external regulator</p>	<p>Focus: Supporting development of co-regulation skills – Coaching & Co-teaching External regulator for classroom and reflecting upon impact Coaching in recognizing arousal states in the classroom and co-regulating</p> <p>Challenges: One step forward two steps back, Exhaustion</p>
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>	<p>Frameworks/Concepts: Developmental mindsets paradigm, Different and complementary roles</p> <p>Strategies: Working with barriers, Coaching others</p> <p>ESSENTIAL UNDERSTANDING: My authenticity and regulatory impact can make a big difference in my system.</p>	<p>Focus: Planning & Problem solving - Co-Teaching and Collaborating</p> <p>Challenges: Maintaining boundaries</p>

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 promote 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?