



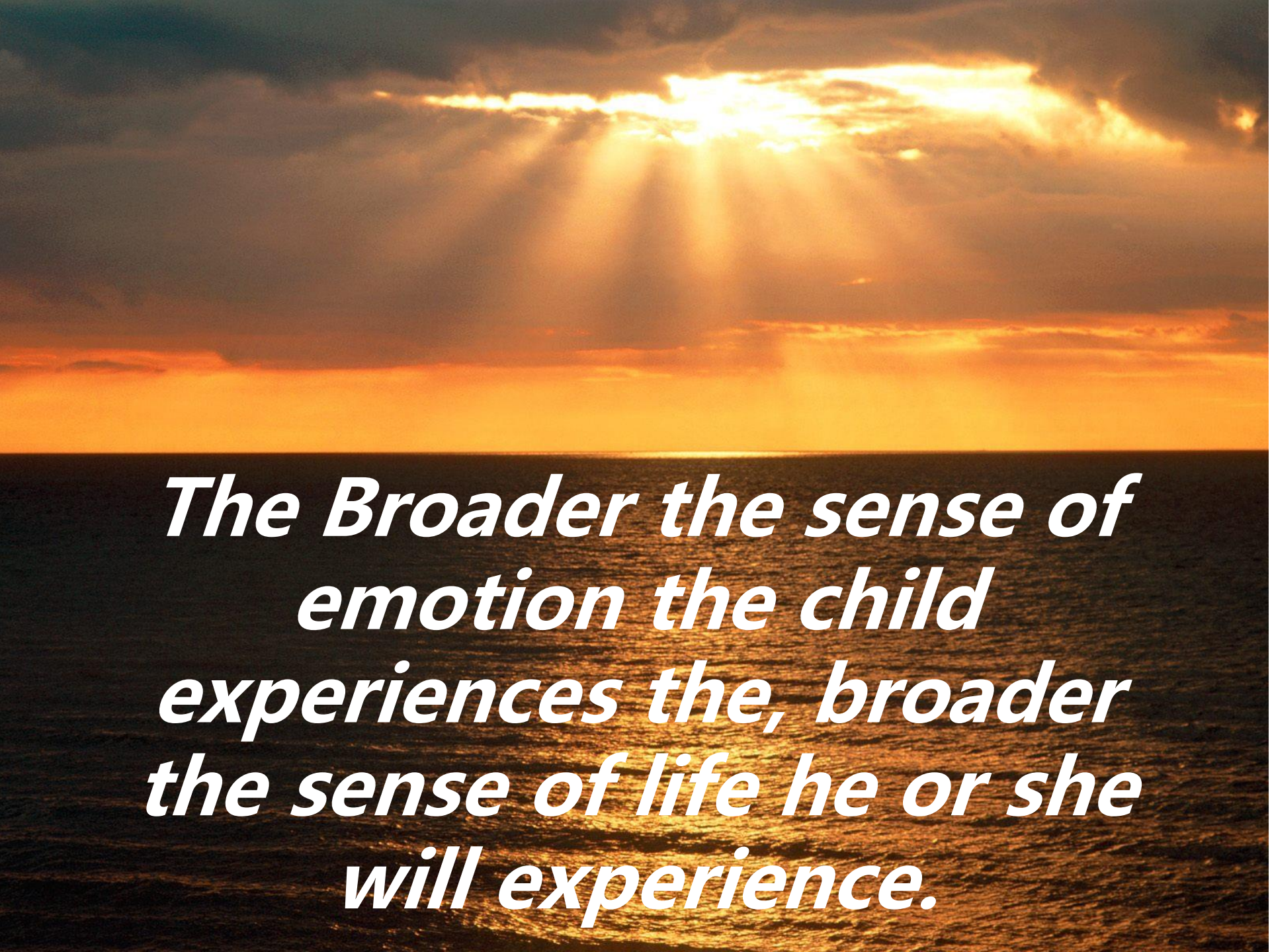
The Neurobiology of Right Brain Restorative Practices

“A Right Brain Institute”



Agenda

- Right Brain Restorative Practices
- Self Regulation
- Brain Organization
- Adolescent Psyche
- Restorative Justice Social Discipline Window
- Right Brain Processing



***The Broader the sense of
emotion the child
experiences the, broader
the sense of life he or she
will experience.***

Data

BRIGHTSTAR

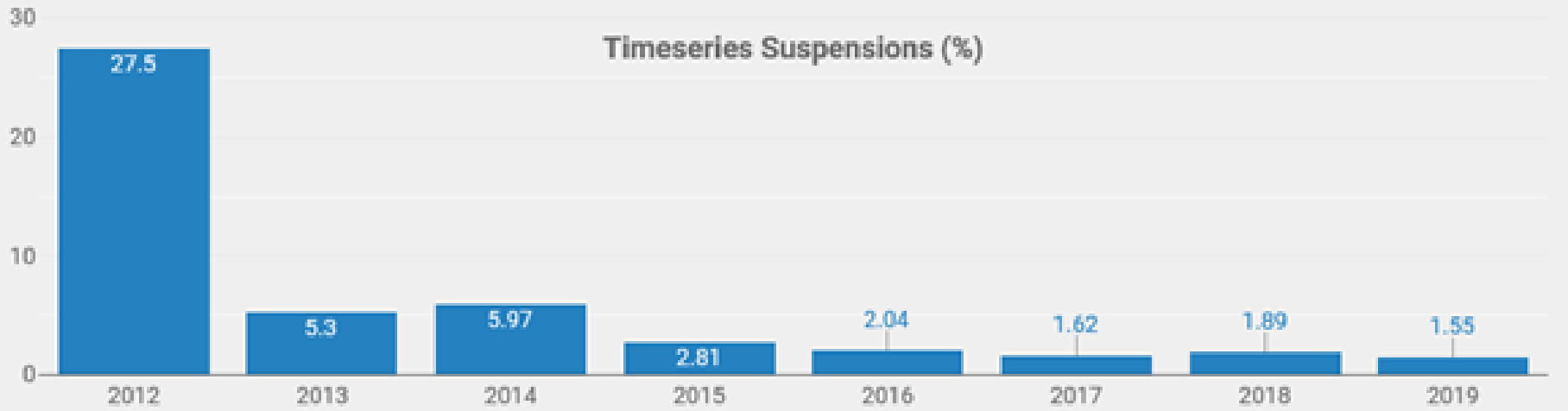
Suspensions and Expulsions Summary

Report Level: Organizational

Academic Year: 2018-19

YTD Suspension #	Unduplicated Student #	In School Suspensions #	Out of School Suspensions #	Total Suspension Days
61	49	25	36	110

School	2012	2013	2014	2015	2016	2017	2018	2019
BSS	0.0049	0.0017	0.0005	0.0018	0.0000	0.0000	0.0000	0.0003



Right Brain Restorative Practices

Right Brain Restorative Practices (RBRP) is an implicit-self centered modality which evolved through elements of social-emotional learning, humanistic psychology, and regulation theory. Right Brain Restorative Practices, premise is to help an individual build the container necessary to internalize remorse, gain insight, and empathically develop accountability and restoration.

**Self Control *IS NOT* Self
Regulation**

Self-Control

noun

self-con·trol | \ ,self-kən-'trōl \

- Restraint exercised over one's own impulses, emotions, or desires. (Webster's Dictionary)
- It is all about the individuals ability to interact in the moment.

Shanker, S., & Barker, T. (2017). *Self-reg: how to help your child (and you) break the stress cycle and successfully engage with life*. NY, NY: Penguin Books.

Self-Regulation

noun

self-reg·u·la·tion | \ ,self-,re-gyə-'lā-shən , - ,re-gə- *also* - ,rā-\
plural self-regulations

- The bringing of oneself or itself into a state of order, method, or uniformity.
(Webster's Dictionary)
- Interfacing with the world around us appropriately.
- It is reducing the frequency and intensity of strong impulses by managing stress-load and recovery.

Shanker, S., & Barke, T. (2017). *Self-reg: how to help your child (and you) break the stress cycle and successfully engage with life*. NY, NY: Penguin Books.

Right Brain Restorative
Practices are deeply rooted in
Self-Regulation.

Self-Regulation has **Five** domains

- Cognitive
- Biological
- Emotional
- Social
- Pro-Social

These domains are difficult to master when a child has experienced chronic trauma

Shanker, S., & Barker, T. (2017). Self-reg: how to help your child (and you) break the stress cycle and successfully engage with life. NY, NY: Penguin Books.

Domains of Self Regulation

Cognitive- For some students, just trying to sit still or inhibit an impulse takes an enormous amount of energy and there *may not be enough brain endurance left to sustain attention.*

Biological- A chronically hypoaroused or hyperaroused student has difficulty staying *focused and alert, which is the optimal state for learning to occur.*

Emotional- Using “left-brain processes” like language and executive functions to regulate a student's emotions *will not be effective if the child's right brain (emotional brain) is “off-line”.*

Social- Students **experience** difficulty in the social domain due their inability to self regulate. *Social situations help students learn appropriate behavior and what to do in order to feel safe in a group setting.*

Pro-social- When social engagement shuts down, ancient systems take

Neurobiology of Emotion Regulation

Development:

- Emotional Regulation is highly dependent on the environment-
School climate
- Emotion Regulation takes a **LONG time to develop.**

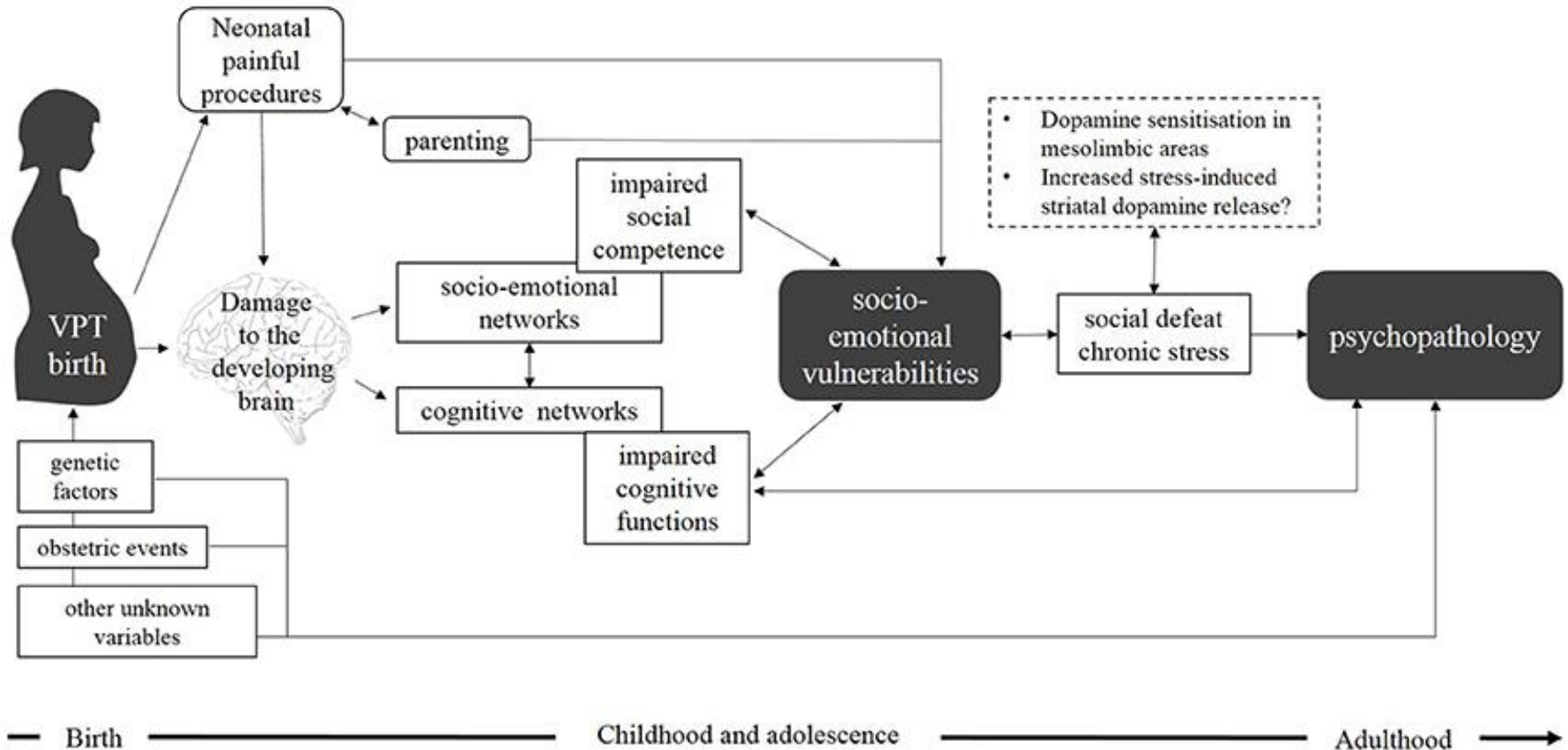
Nurture:

- Emotion Regulation skills are highly dependent on **early experiences.**

Before:

Early childhood experiences adverse or optimal impact the growth of the neurobiological structures of the brain.

Understanding Early Capacity

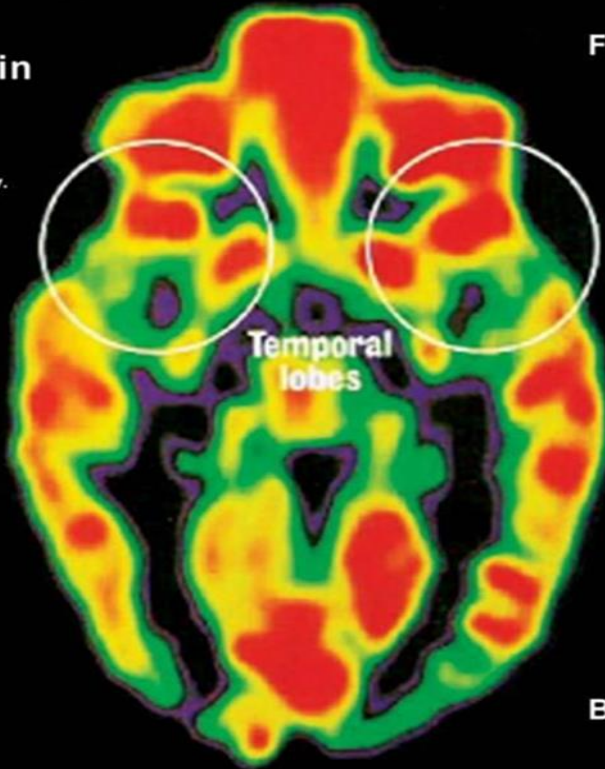


Brain ontogeny is dependent on its environment/love connects the brain!

Brain scan of an infant which endured Attachment Trauma during the 1,000 days of birth.

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

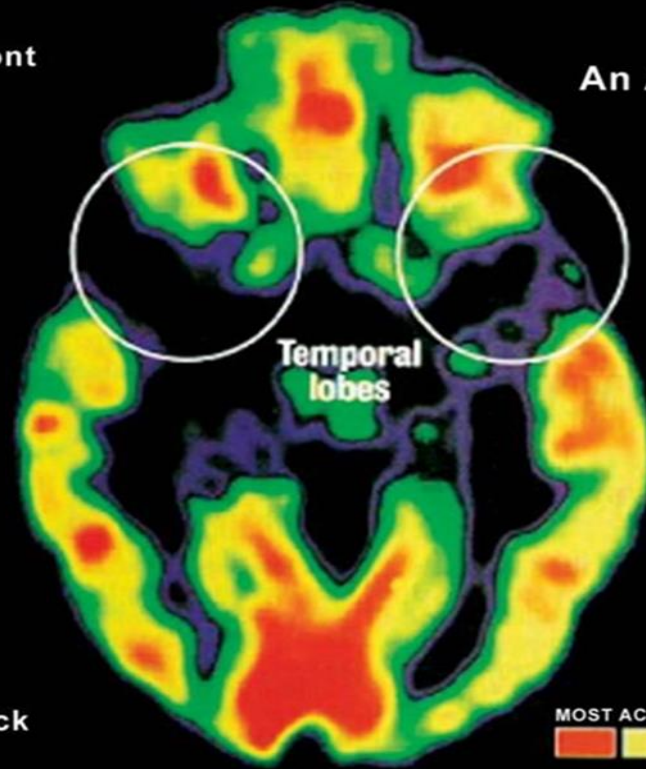


Front

Back

An Abused Brain

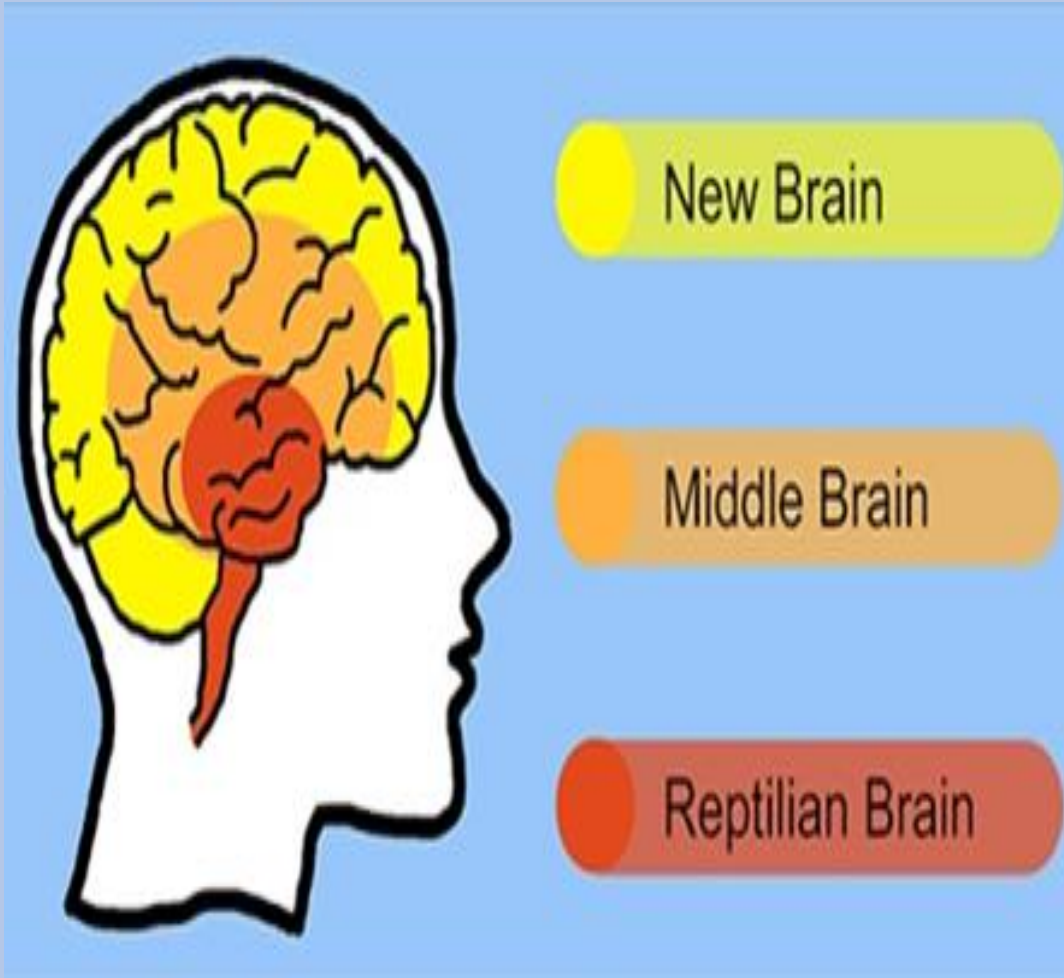
This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



MOST ACTIVE LEAST ACTIVE

Red	Yellow	Green	Blue	Black
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The Different Brains!



New Brain

New Brain –Is responsible for executive functioning/ Cognition (Develop meaningful agreements)

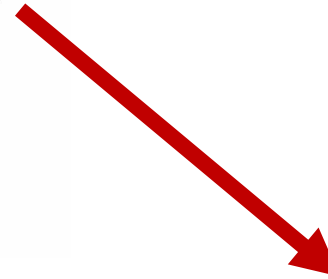
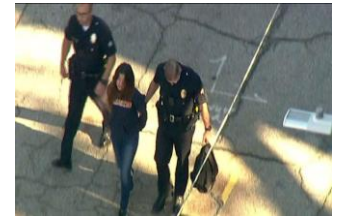
Middle Brain

The Middle Brain is always assessing for danger! Its the body's main control panel and is responsible for conveying messages between the brain and other parts of the body.

Reptilian Brain

The Reptilian Brain is involved with primitive drives related to thirst, hunger, libido, and territoriality, as well as habits and procedural memory (riding a bike). When the student is here the human brain is off-line.

Association between Adversity and Later Socio-Emotional Outcomes



Emotional Outcome



2 out of 3 children report at least one traumatic event by age 16.



LA Population: 4 million
Children in LA: 2.3 million
LA Poverty Rate: 20.4%

Today's students are experiencing record levels of depression and anxiety and many forms of trauma.

- According to the **Centers for Disease Control and Prevention**, the suicide rate among children ages 10 to 17 increased by 70 percent between 2006 and 2016.
- Approximately 72 percent of children in the United States will have experienced at least one major stressful event — such as witnessing violence, experiencing abuse, or experiencing the loss of a loved one — before the age of 18.

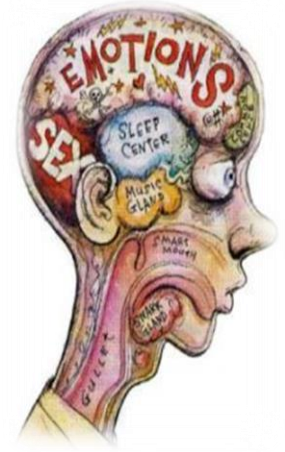
How can we help our students move toward emotional complexity

The teacher, Dean, Counselor, or Admin – External Regulators

- Help **build neural** connections
- **How we respond** to the child' s anxiety or panic which can manifest in acts of aggression and or defiance.
- Build **alternative ways of dealing** with conflict
- Brain **complexity and growth**

Our brain learns and process appropriately when the individual feels connected and safe

Adolescent Brain



The brain is a historic organ and it mediates all emotional, cognitive, behavioral, social and physiological functions. Understanding the brain's organization, function, development, responses to emotional stimuli, conflict regulation, and the ability to repair harm is crucial in order to administer realistic interventions, student goals, and agreements.

Psychological Moratorium

There is a **massive re-organization of the brain** that begins between the ages of 11 and 14 (psychological moratorium period). During this period the child's early memories, sensations **or his/ her attachments will be present in their behavior and cognition.**

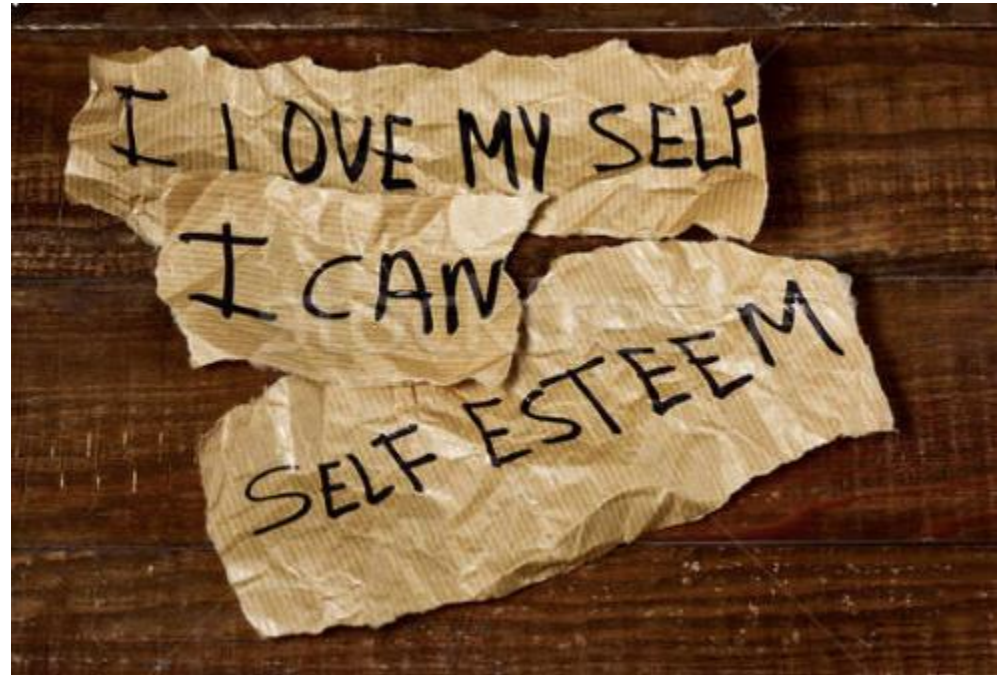
(Washman, D. 2005. Adolescent psychological development: Rationality, morality, and identity. Psychology Press.)

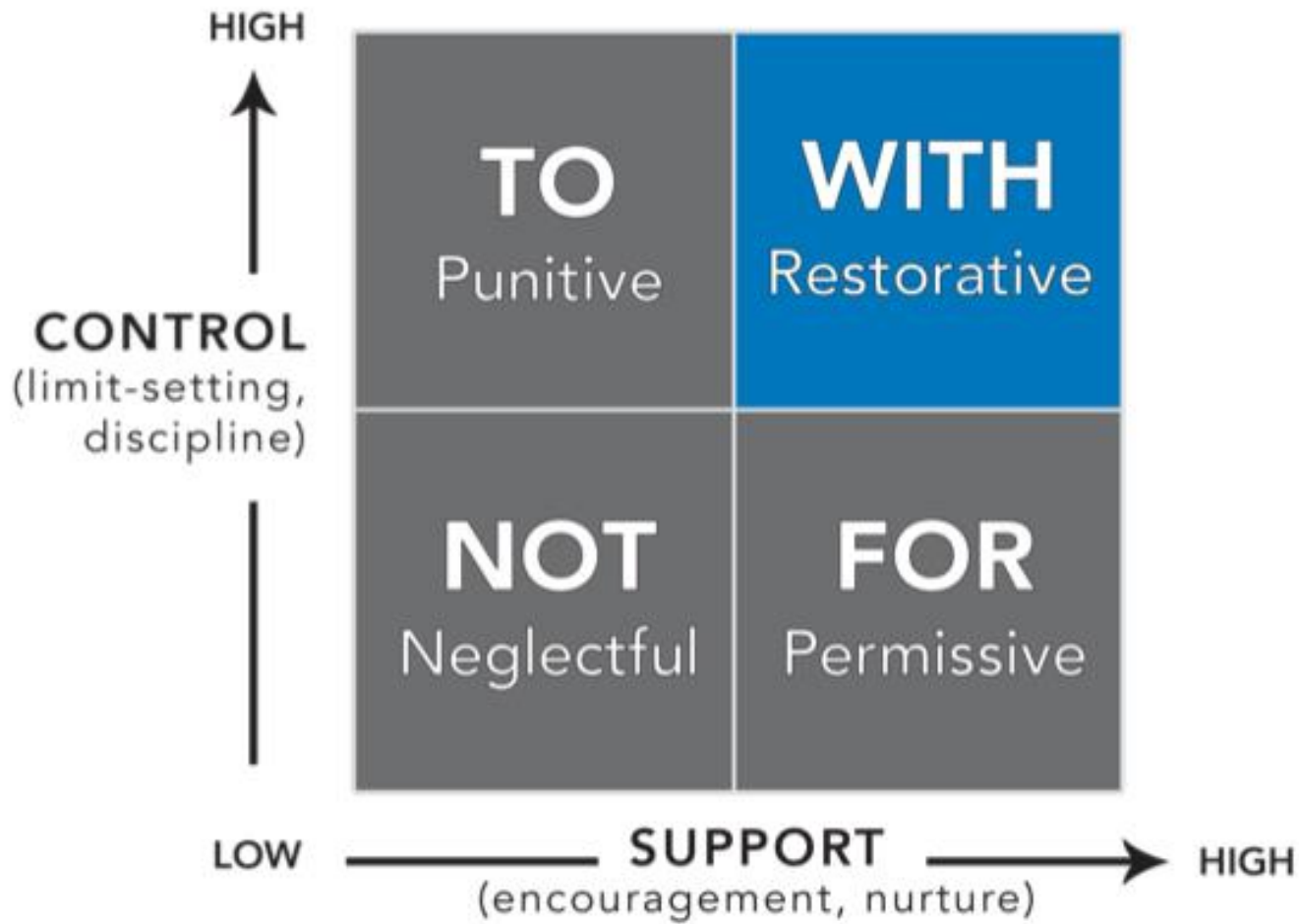
Understanding Adolescent Psyche

Implicit self-esteem refers to a person's disposition to evaluate themselves in a spontaneous, automatic, or unconscious manner (*who we really are*).

Explicit self-esteem, which entails more conscious and reflective self-evaluation, can be manipulated (*who we think we are*).

Implicit Cognition refers to unconscious influences such as knowledge, perception, or memory, that influence a person's behavior, even though they themselves have no conscious awareness whatsoever of these influences. (*Memory as it*





Adapted by Paul McCold and Ted Wachtel from Glaser, 1969



Using Right Brain Restorative Practices to Influence Body and Brain Connection

High
↑
Boundaries/ Limits
↑
Low

Doing To: *Triggering (Negative Parental Experiences)*

- Punitive
- Stigmatizing
- Shaming

Body: Rigid, Tense, Clenched Jaw, Pupils dilated, Protective stance, Regression.

Brain: *Ignites the Alarm* Systems in the Brain Hyper or Hypo- arousal – Adrenalin into the blood stream- *Reactionary/ Impulsivity*

heightened

Restricted: Executive Functioning (Thinking)

Right Brain to Right Brain Doing With:

Epigenetic Social Experience/ Attachment

- Connection
- Safety
- Trust
- Co-Regulating

Body: Relaxed, Loose, Open

Brain: Allows the students to feel safe permits proper brain modulation. The students is not concerned with safety. The brain is open and vulnerable to new awareness/information.

- Congruent
- Lateralization (right and left brain communication)

Ignoring: Uninvolved

- Abandonment
- Unresponsive

Body: Defensive, Fearful, Anxious

Brain: Passive Coping, Ambivalent, Shame
Limbic

- Fear
- Anger

Restricted: Relationship building, inability to trust others or self.

Doing For: Permissive

- Makes excuses for the students behavior
- Limited or inconsistency in enforcing boundaries.
- Heavy sense of guilt or shame

Body: Closed Up, Isolating behavior (hoodie, headphones etc.)

Brain: Passive Coping , Ambivalence, Anxiety

Restricted: Capacity Building, Insight, Sense of efficacy.

Low →

Nurture/ Support → High

Conflict

Limbic/ Reptilian

Hypothalamus

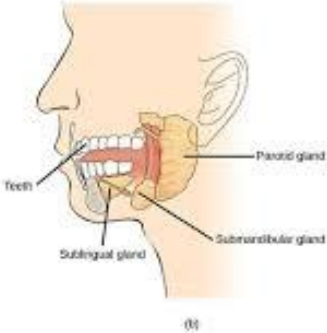
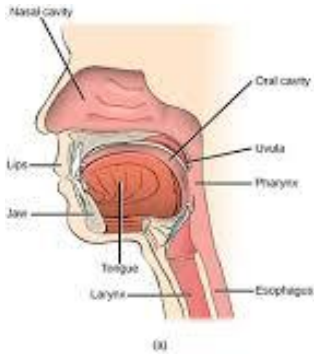
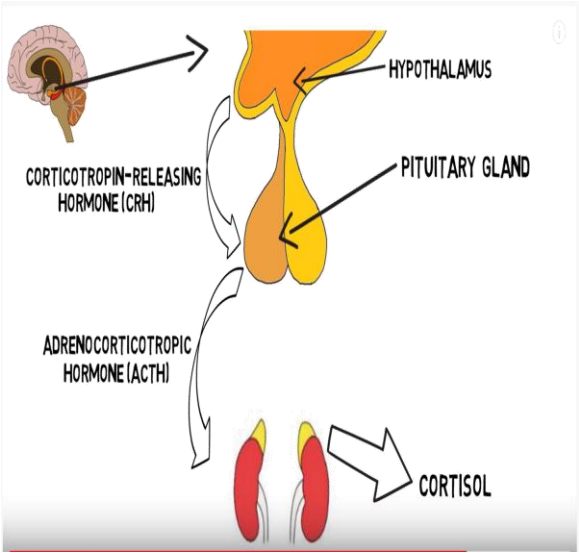
Mobilizes energy and oxygen –
Such as glucose to the muscles



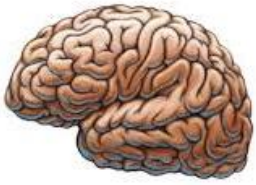
HPA response

Shut-down of non essential functions

Hypo or Hyper Arousal



Porges, S. W. (2017). *The pocket guide to polyvagal theory: the transformative power of feeling safe*. New York, NY: W.W Norton & Company.



Right Brain Restorative Practices

Right Brain Restorative Practices helps the victim respond to the transgressor, transgression, and any negative effects (i.e., the sequelae) of the transgression.

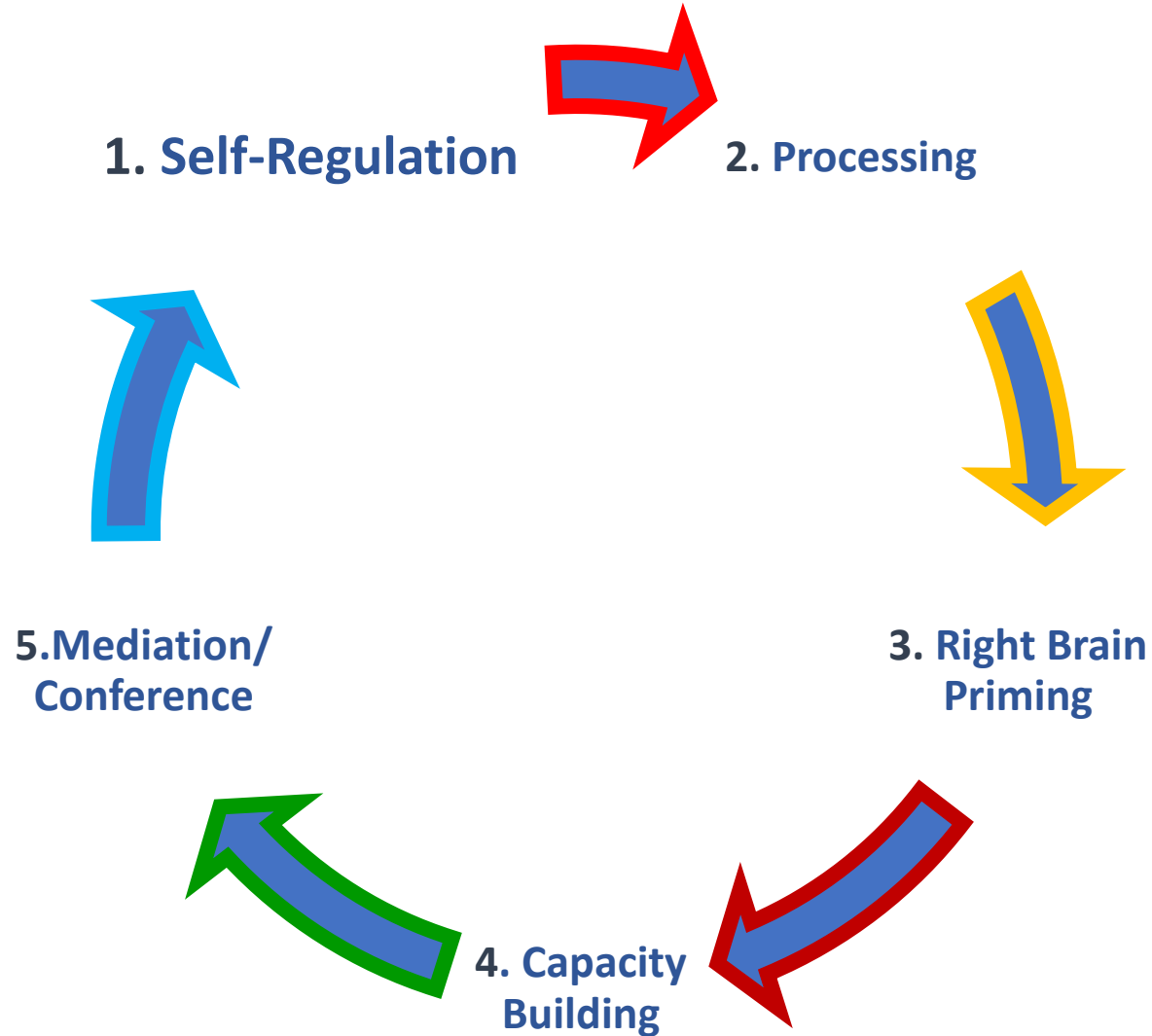
Focus is to change valence and strength.

- **Valence** refers to whether the thoughts, feelings, or behaviors are negative, neutral, or positive towards the transgression.
- **Strength** refers to the intensity and intrusiveness of the thoughts, feelings, or behaviors, and it can vary as a result of factors such as the perceived harm caused by the transgression.

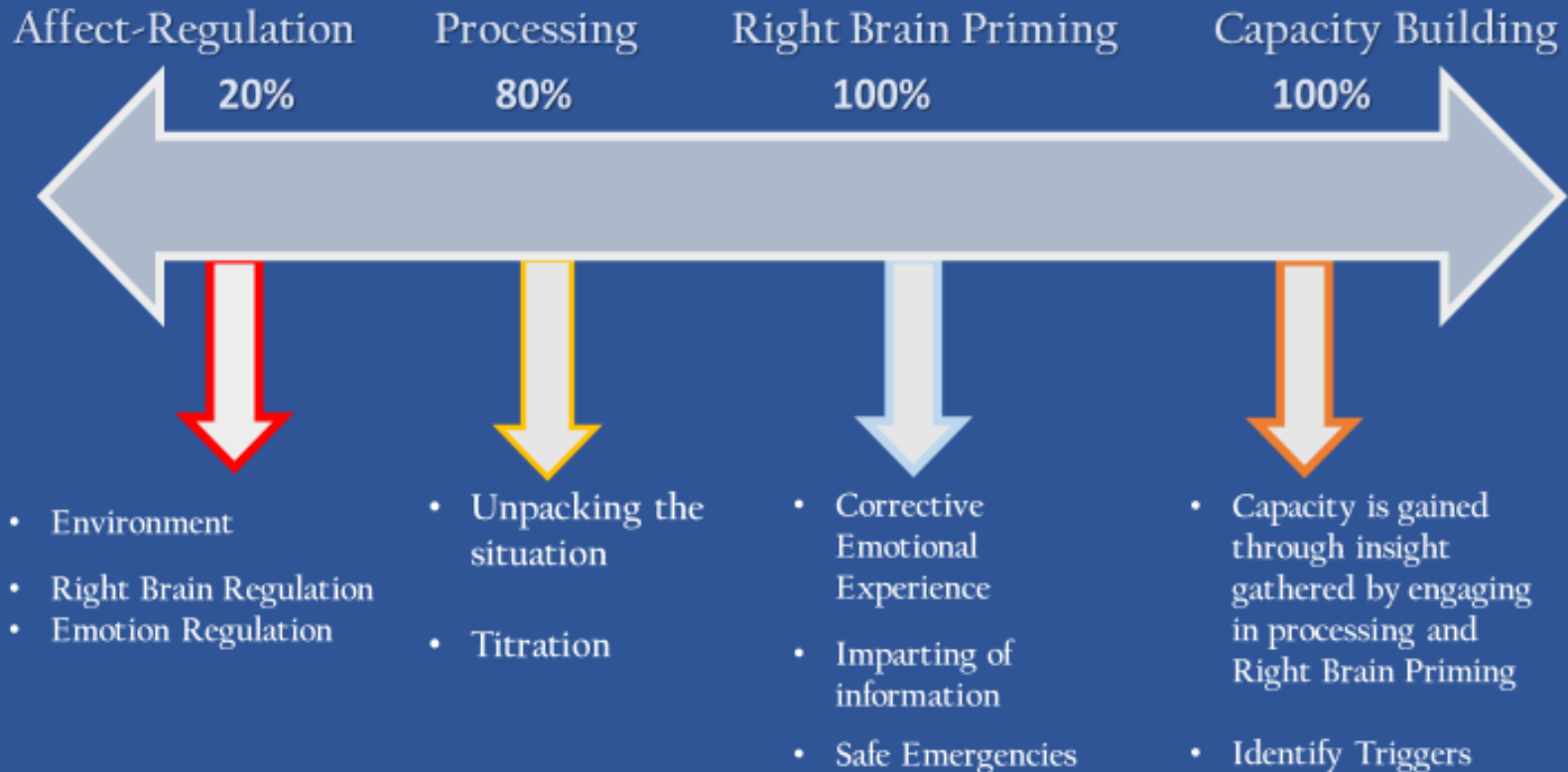
Engaging in a **right brain to right brain restorative** conversation helps the student transform his or her negative responses by

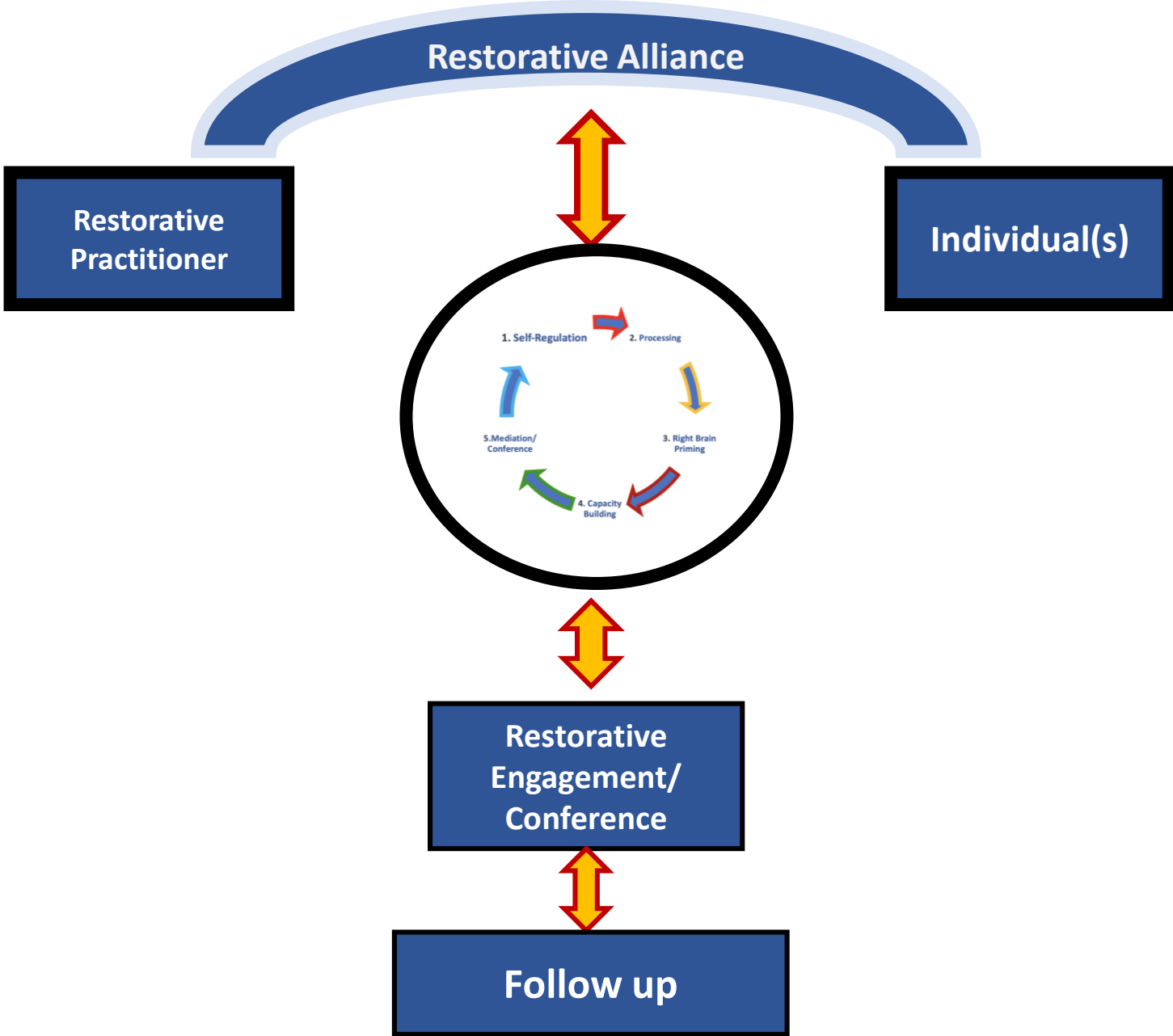
- *changing the valence from negative to either neutral or positive, or*
- *changing both the valence and strength of the responses.*

Right Brain Restorative Domains



Right Brain Restorative Process





Restorative Alliance



Reported to be at least **5-7 times greater in efficiency than other modalities** (Safran, J & Muran, J.C., 2000).

Early alliance/relationship predicts positive outcomes across different approaches including pharmacotherapy.

Elements which influence the alliance are

Facial expression, posture, tone of voice, physiological changes, tempo of movement, and incipient action. During the alliance these elements are processed at a subcortical level beneath conscious awareness(right brain) and will allow the practitioner to begin the relationship process.

The most critical component of a restorative experience is building an alliance.



Non- Verbal Communications Beneath conscious awareness

Right Brain Restorative Practices Focuses on: Body Reading and Contact Statements when engaging with student (Dr. Pat Ogden- Sensorimotor Approach to Resolve Trauma)-
Looking at more settle cues, i.e., pupils, posture, tone of voice.

- **Focus on the present-** follow the affect (how the student is using his/her body to communicate).
- **Auditory prosodic-** The crescendos and decrescendos sensitivity and modulation.
- **Facial Expressions-** Micro-Expressions- *Triggering Shame response.*
- **Tempo of Movement** – How are you coming in and out of the conversation.
- **Incipient Action-** How are you setting the conversation up, (prepping the field).

Why is PROCESSING Important

It is essential to meet the individual where he or she is at and assess the emotional capacity they possess before attempting to repair or address conflict or harm.

After an emotional event, a phenomenon called *“Intensification”* permeates the individual's cognition. It is pivotal to unpack the situation before we begin to process the conflict.

Begin to acknowledge the incident.

- Elucidate a coherent rationale for the individual problem(s) that is congruent for him or her to make sense of.
- Provide the individual(s), an intervention(s) strategy that is culturally sensitive and acceptable to the client.

Dual Laterization- Begin to use the entire brain

(Processing) Emotional Inventory Assessment (2)

Name _____ Date _____ Time _____

Thank you for taking the time to explore how you are feeling at this very moment. Take a moment close your eyes and rate 0 to 5. 0 is not experiencing an emotion and 5 emotion present in my body.

Angry Sad Hopeless Fear Ashamed Joyful Excited

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

0 1 2 3 4 5

(Processing) Emotional Inventory Assessment (2)

Name _____ Date _____ Time _____

Thank you for taking the time to explore how you are feeling at this very moment. Take a moment close your eyes and rate 0 to 5. 0 being not having the feeling/emotion present in my body 5 means "This feeling is present in my body". Please circle the number that best describes your emotion.

High Energy No Energy Pain Disgusted Anxious Calmness

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

(Processing) Right Brain Restorative Worksheet (1)

Name _____ Date _____ Time _____

Thank you for engaging in this process, this worksheet will help us understand what happened and how we can all gain insight and repair any harm that might have occurred. You are not alone we will walk with you through the process. Please be accurate, authentic, and professional when answering the following questions.

What happened?

Who was affected?

Was this intentional/ Why did this happen?

How will you like to address this situation?

Who is responsible for this situation?

(Processing) Right Brain Restorative Worksheet (1)

Name _____ Date _____ Time _____

Other information you would like to provide

Received by _____ Date _____

Why is processing Important

Event titration:

Enables the body, emotion and mind to process and integrate past trauma that are subordinate to emotional experiences successfully.

Titration opens space for regulation, resolution and reaching calm alertness, protecting against re-traumatization.

The individual can gain more information about their inner landscape and what is occurring within, allowing the restorative process to continue.

Evoking the space (Emotional barometer) –*Right and Left hemisphere integration*

- Identify the feeling(s) (cognitive)
- Identify the feeling in the body, where is the feeling centralized? (high energy, low energy, anxiety, fear etc.)
- Breathing after every emotional discharge
- Create narratives around the incident

Getting the brain ready to process the event requires

Priming

Through Right Brain Conversation

Corrective Emotional Experience

- Re-experiencing
- Interpersonal awareness

Imparting of information

- Psychoeducation such as; instructions, advice and/or suggestions to student.
- Didactic instruction is used to transfer information, alter sabotaging thought patterns and explain the process of behavior.
- Direct advice which provides systematic, operationalized instruction or a series of alternative suggestions on how to reach a goal is most effective.
- Practitioner is direct with the individual and educates them on their conduct and ineffective thought patterns, providing them with a sense of reality (what is happening not what the individual is perceiving).

Safe emergencies – Are right-brain emotional experiences that push the individuals capacities however still safe enough to tolerate.

- Role playing
- Pre-conversation

Restorative Conference



- ✓ Pre-Conference
- ✓ Trained Facilitator
- ✓ Resources
- ✓ Epigenetic social experience

THANK YOU FOR YOUR TIME

Traumatized people haven't been able to complete the act of triumph that started when the trauma began.

-Piaget



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