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Reclaiming Youth at Risk

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Circle of Courage

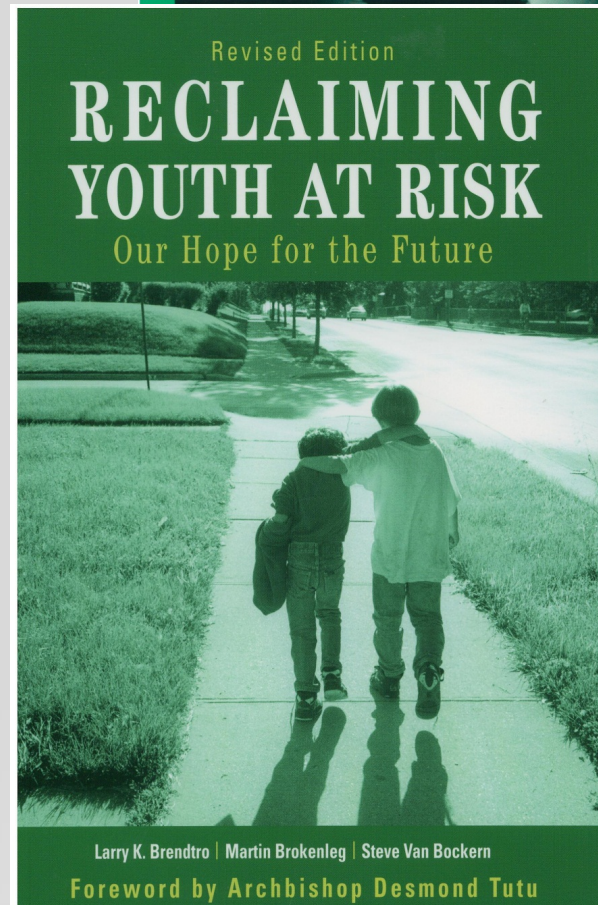
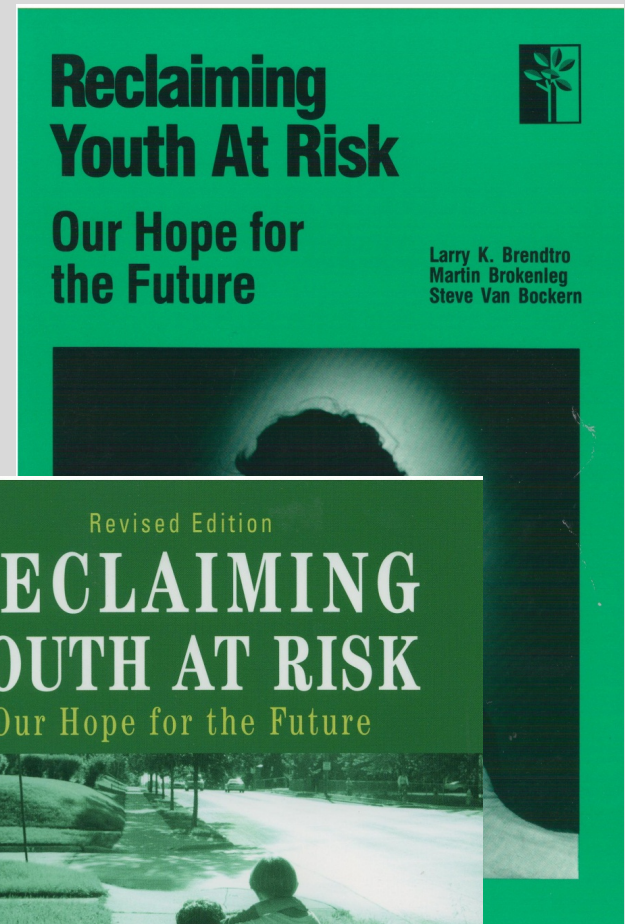
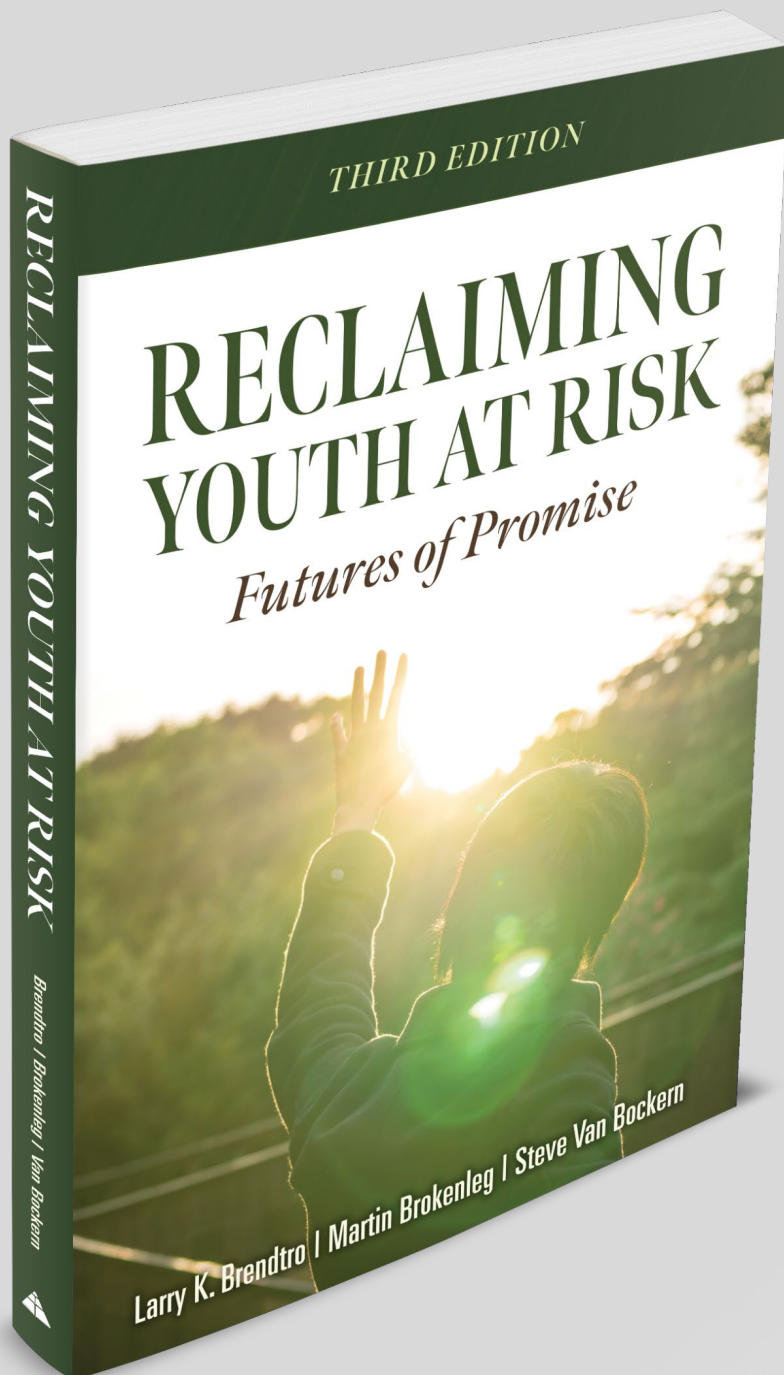
Generosity

Independence

Belonging



Mastery



SCHOOLS THAT MATTER:

**Teaching the Mind,
Reaching the Heart**



Steve Van Bockern



SCHOOLS THAT MATTER™

BELONGING

(Attachment)

"I am loved."





Relationships are the agents of change and the most powerful therapy is human love.

Bruce Perry

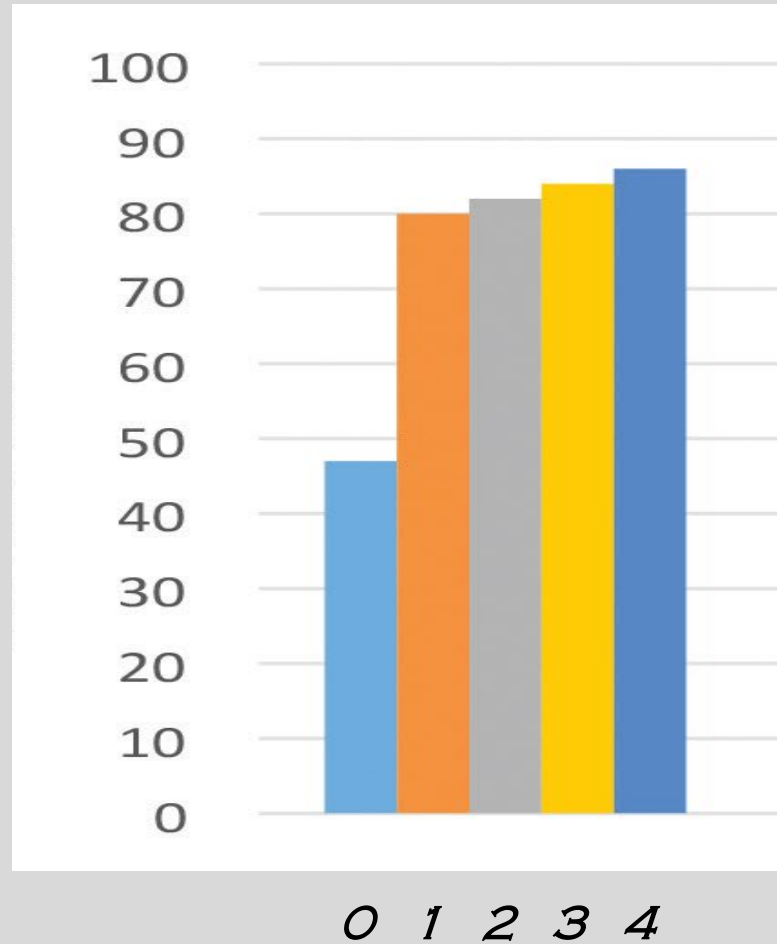
Programs don't change kids, people do.

Bill Milliken

The most effective programs provide support similar to an extended family.

EMMY WERNER & RUTH SMITH

Percent of School Success



*Number of Close
Adult Relationships
and School Success*

Gambone, Klem, & Connell, 2002.

Reclaiming Youth at Risk

“It takes a number of critical factors to win an NBA championship, including the right mix of talent, creativity, intelligence, toughness, and, of course, luck. But if a team doesn’t have the most essential ingredient



– love –

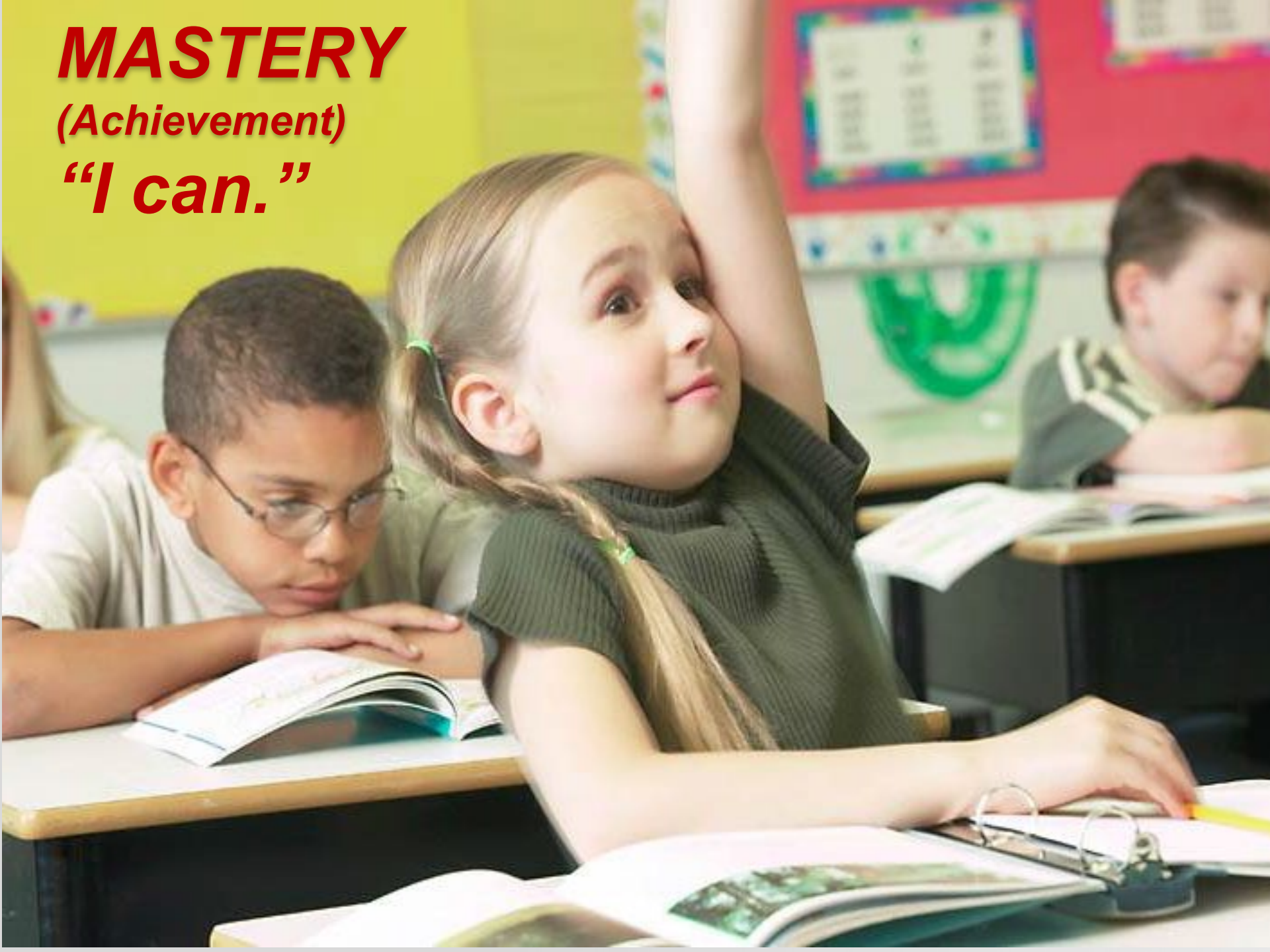
none of those other factors matter.”

Phil Jackson in Eleven Rings: The Soul of Success

MASTERY

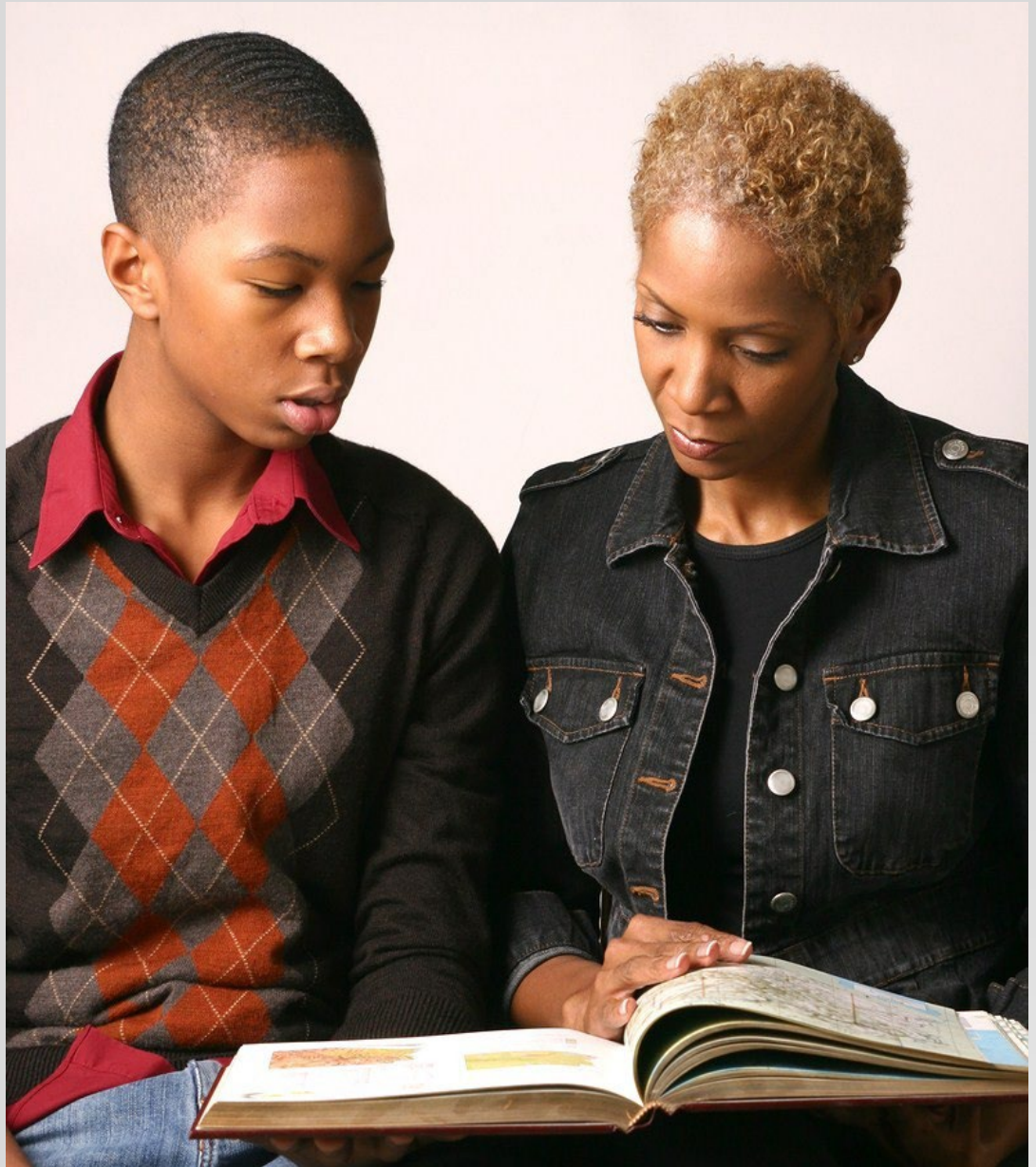
(Achievement)

“I can.”



Brain-Friendly Education

- *experiential & social*
- *storytelling*
- *ritual/ceremony*
- *dreaming*
- *tutoring*
- *artistic reflection*
- *non-threatening*



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INDEPENDENCE

(Autonomy)

“I will.”





Powerlessness

The most robust trigger of stress and cortisol release

DACHER KELTNER

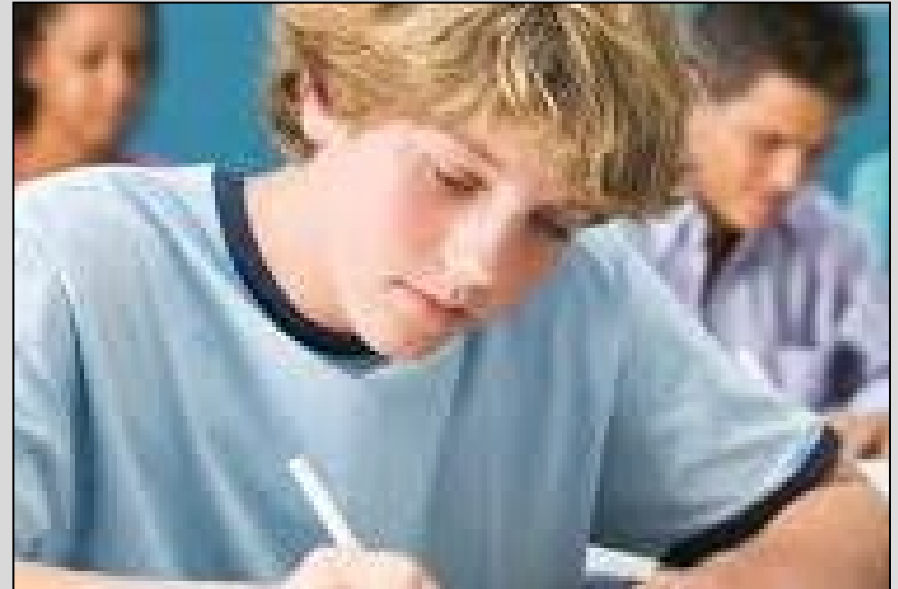
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GENEROSITY

(altruism)

“I help.”





***Helping, sharing, and consoling in third grade:
This is the best predictor of achieving in eighth grade.***

Circle of Courage

Generosity

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Mastery

Emotional Intelligence

- Knowing one's emotions, self-awareness, recognizing a feeling as it happens
- Ability to manage our emotions
- Being able to motivate one's self
- Being able to recognize emotions in others; empathy
- Being able to create healthy relationships

—Adapted from Peter Salovey

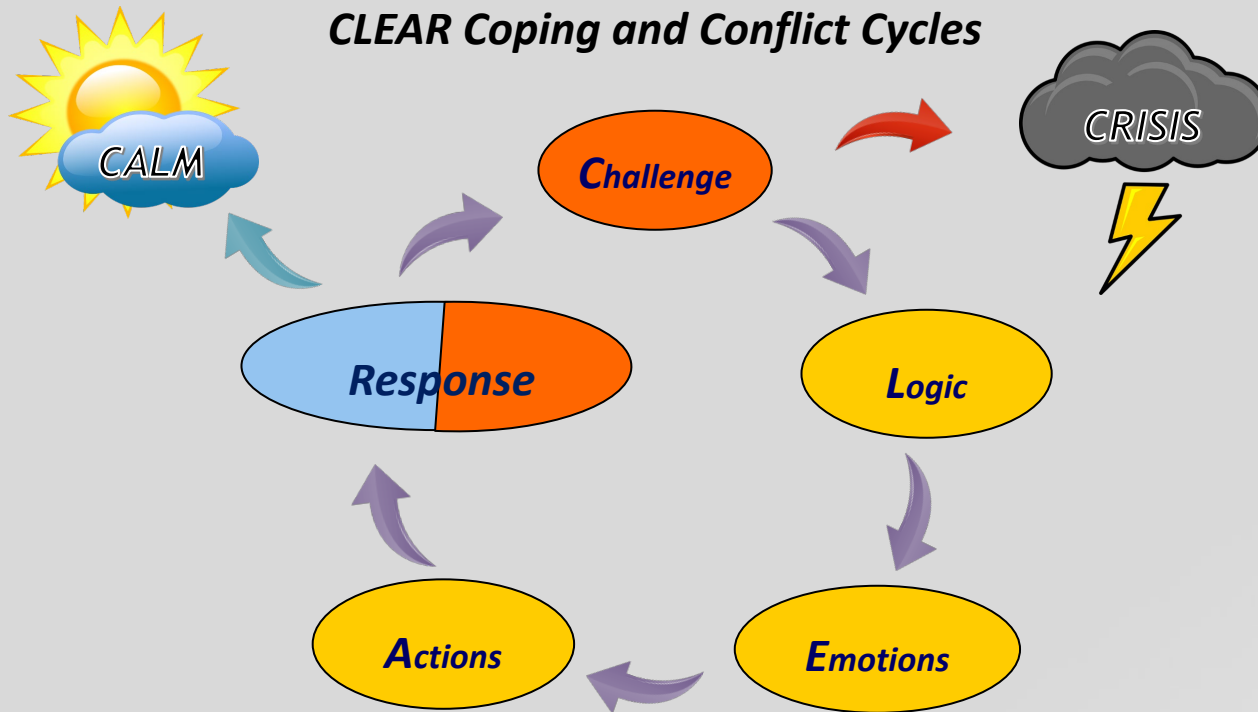
Strategies to Build Emotional Intelligence

- Turning conflicts into opportunities
- Relational problem solving
- Moving from punishment to restorative actions

Conflicts

- Often begin from a simple yet stress producing event
- Involves both the emotions and our rational thinking
- Often called “tit for tat”
- They can be much more than negative experiences: Crisis is opportunity

CLEAR Coping and Conflict Cycles



Relational Problem Solving

- Natural, hard-wired into us
- Gives power, when done right, to those involved... all need independence/autonomy
- Involves caring/connecting, clarifying and creating solutions

The natural relationship process

- Care and Connect
- Clarify
- Create Solutions



Care/Connect

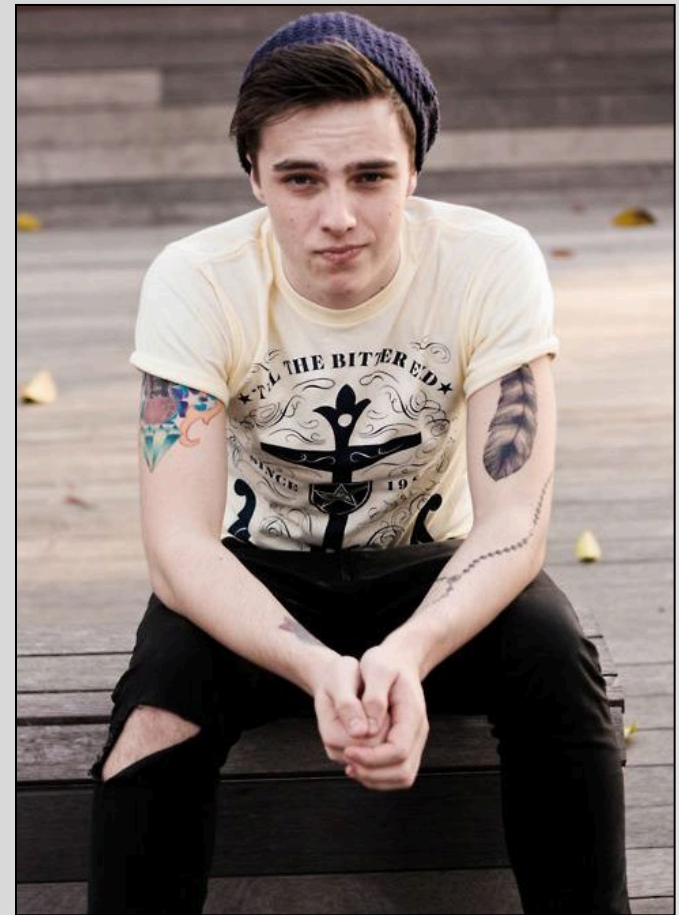


Care for the child.

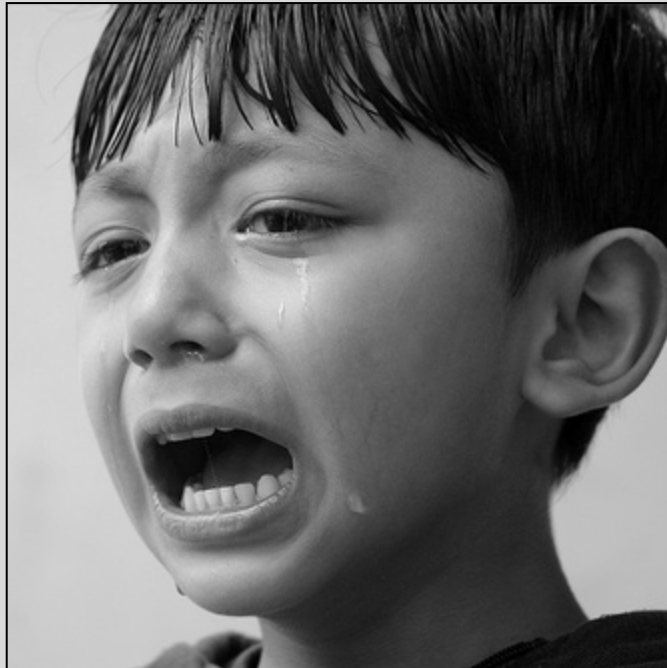


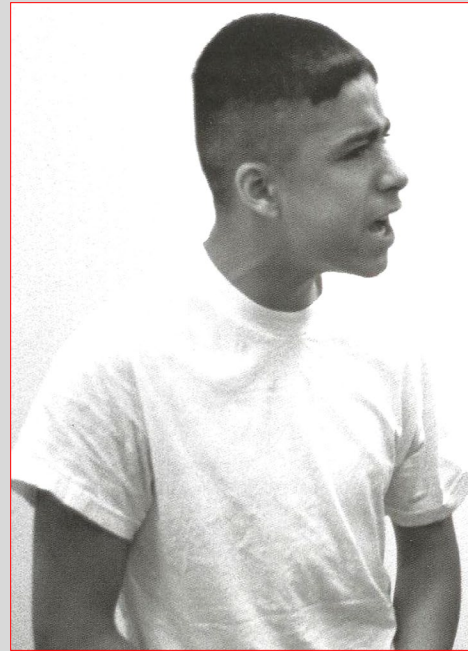
Bids to Connect

*include behavior,
emotions, physical
appearance, and
verbal conversation.*



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Clarify

Making sense of the behavior

Clarify: Understanding the youth's perspective

Challenge

*What triggered
the event?*

Logic

*What was the
stressor?*

*What was the
person thinking?*

Emotions

*What was the
person feeling?*

Action

*What was the
specific
behavior?*

Response

*What was the
final outcome?*

Creating Solutions Restorative Actions

- In our current justice and most education programs we “fix” by hurting those who hurt others. Painful consequences.
- Restorative justice is not new and doesn’t require special training to make it work.
- The focus is on making amends and healing broken bonds.

Co-Regulation

Calming the person

Soothing, confident tone

Managing own feelings

Responding to needs



Restorative Justice Center

Hawthorne Elementary Sioux Falls, SD

- *3:15 Students report to the RJC room*
- *3:20 Opening the Circle.*
- *The goal is stated:* To make things better for others, myself and the school.
- *State the ground rules:* This is a safe place; What is said here stays here; listen respectfully; you only share if you want to; we work to fix things that were broken through destructive, frightening or dangerous behavior.
- *3:30 Group Work & Action Plan and Expressions*
- *3:55 Celebrations & Closing the Circle*

Restore requires that we work in respectful alliance with children in figuring out what to do based on what they need

