

# EMOTIONS MATTER: Applying Principles of Restorative Practices in Parenting

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For D34 Parents, Guardians & Caregivers

# Greetings!

A little about me...

- Licensed clinical and school psychologist;
- 13 years in District 34;
- Other training and work settings have included therapeutic schools, hospital clinics, and private practice;
- I live in Chicago with my partner, Fred, and our baby daughter, Vera.
- I love travel, reading, and trying out new recipes (particularly those with chocolate).



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**Audience Participation  
Alert!**

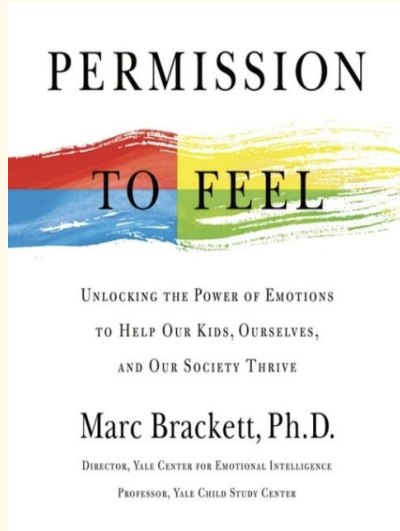
# How do we connect?

## Like Me...

1. When you hear a statement that is true for you, type "same" into chat and send it.
2. Watch to notice how many other participants are also responding.



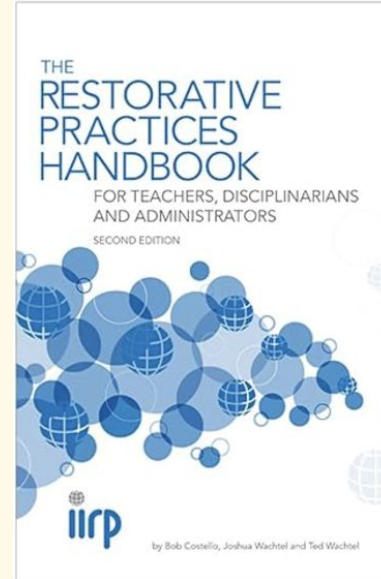
# A Couple of Key Resources...



**Permission to Feel**  
Marc Brackett, PhD

## **The Restorative Practices Handbook, 2nd Ed.**

Costello, Wachtel, & Wachtel, 2023





01

Why...

Do emotions matter?

How do you  
(really)  
feel?



**“I’m fine”**

**F = Feelings**

**I = Inside**

**N = Not**

**E = Expressed**



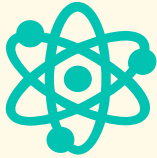
# Emotions are Information

"Emotions Are Signals to Approach (Not Avoid)"



# Emotions Influence

Attention and  
Memory



Decision  
Making



Relationships




Health



Creativity



The background of the slide is a light cream color, decorated with several hand-painted style circles in teal, orange, yellow, and pink. These circles are scattered around the central text box, which is a white rectangle with a thick black border.

*“My message for everyone is  
the same: that if we can learn  
to identify, express, and  
harness our feelings, even the  
most challenging ones, we  
can use those emotions to  
help us create positive,  
satisfying lives.”*

MARC BRACKETT

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# Some Skills that Support Healthy Emotional Expression

1

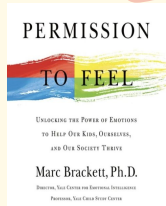
Recognize  
and  
Understand

2

Build Our  
Emotions  
Vocabulary

3

Name It and  
Regulate

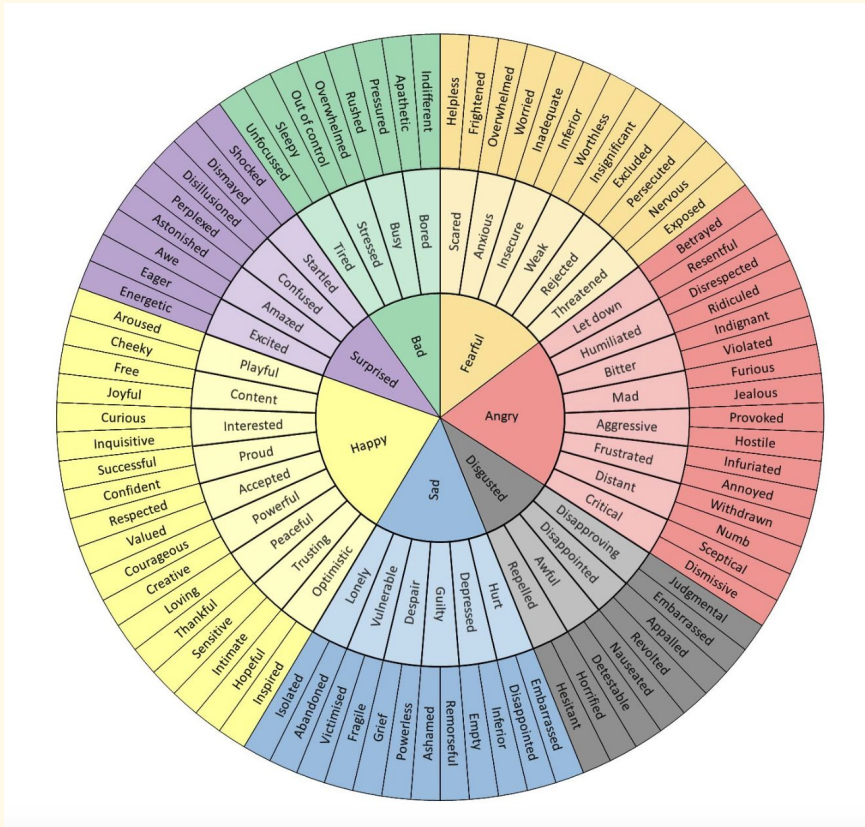


1

# Recognize and Understand



2



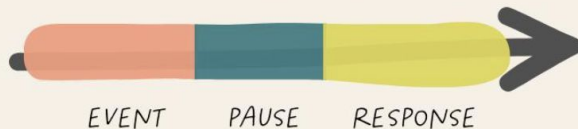
# 3

## Name It and Regulate

WHEN WE REACT



WHEN WE RESPOND



xoxo  
@thebpdp

PERMISSION

TO FEEL

CHANGING THE POWER OF EMOTIONS  
IN HALF OUR KIDS, OURSELVES,  
AND OUR SOCIETY TODAY

Marc Brackett, Ph.D.

Director, New Center for Emotional Development  
Professor, New York State College

How do you  
deal?



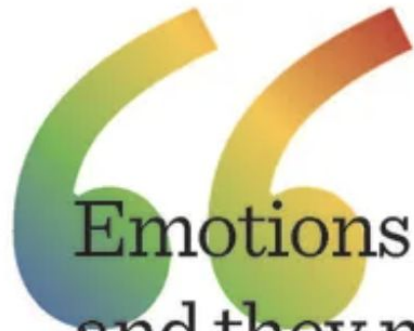


02

# How...

Do we support healthy  
emotional development  
at school?





Emotions matter,  
and they matter a  
great deal in school.  
Everyone needs  
emotional intelligence  
and opportunities to  
be brave and kind.”

Marc Brackett, Ph.D., Director, Yale Center for Emotional Intelligence

# D34 Curriculum Resources and Routines



- Second Step Units on Emotion Management
- Zones of Regulation
  - SEL Check In's
  - Soft Start
- Sharing circles and restorative conversations



# Space Resources

- Classroom Calm Corners
- Movement Rooms
- Active Calming Centers
- Zen Den




# Human Resources

- Teachers!
- Administrators
- Social Workers
- Psychologists
- Support Staff
- ALOP
- SRO's





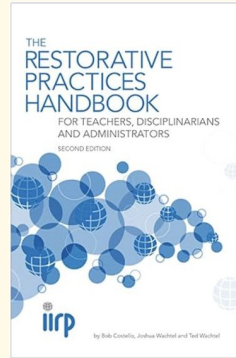


03

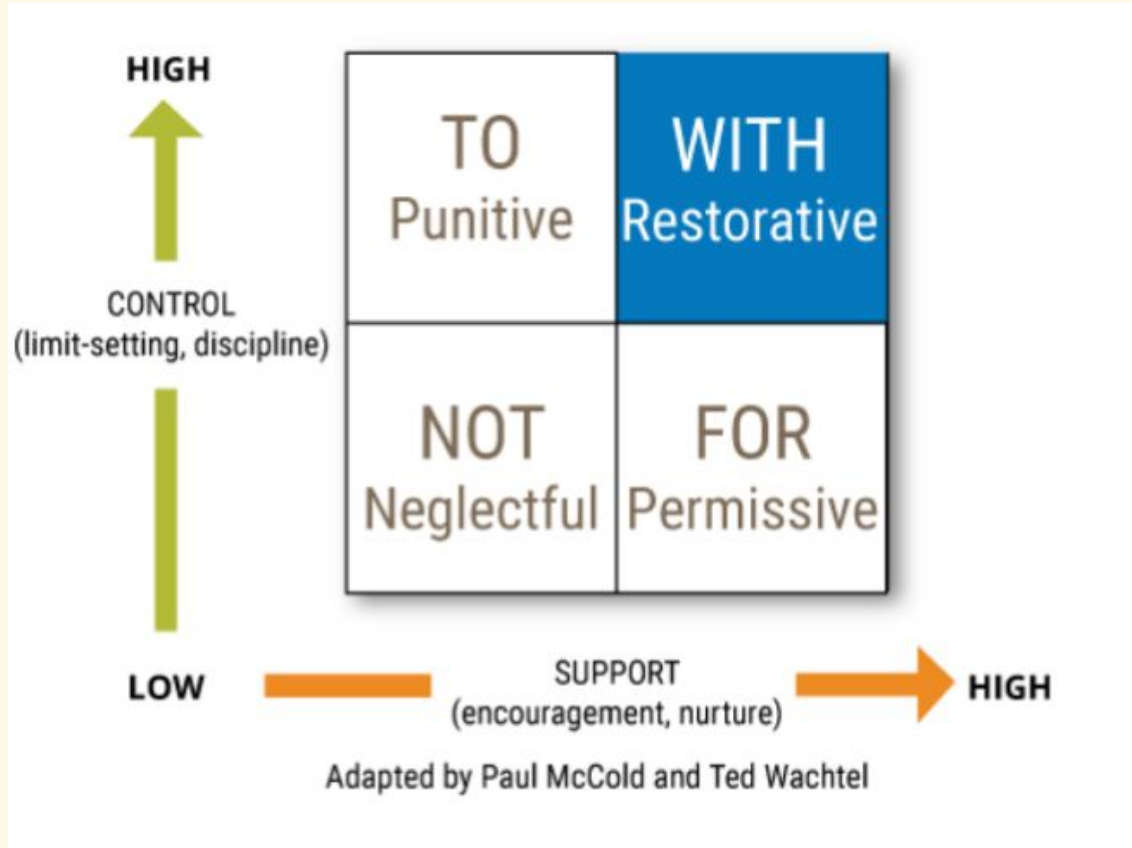
# How...

Can parents use  
principles of restorative  
practices at home?

# Restorative Practices and Parenting

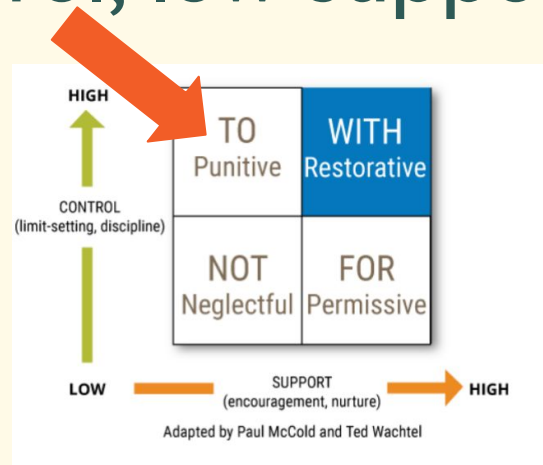


# The Social Discipline Window



# TO (Punitive): High control, low support

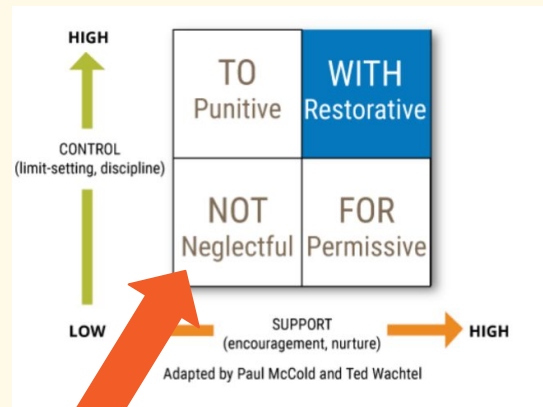
- Focuses on punishment or rules without considering the child's perspective.
- **Response example:** "You're grounded because I said so. End of discussion."
- When might this approach be best?





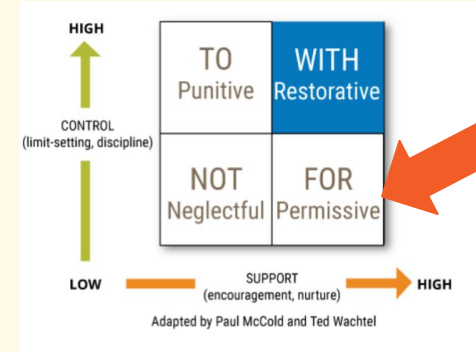
# NOT (Neglectful): Low control, low support

- Involves ignoring problems or being disengaged.
- **Response example:** "Do what you want. I don't have time for this."
- When might this approach be best?



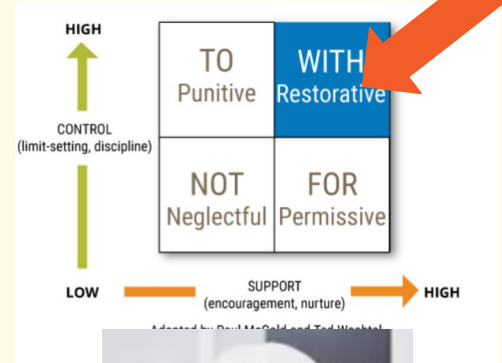
# FOR (Permissive): Low control, high support

- Centers on minimizing conflict or distress, or prioritizing the child's feelings or relationship over accountability.
- Response example:** "I see that you tried really hard. I'll finish that for you."
- When might this approach be best?



# WITH (Restorative): High control, high support

- Combines clear expectations and accountability with understanding, empathy, and dialogue.
- Response example:** "I see why you're upset, but let's talk about how to fix this and avoid it in the future."
- When might this approach be best?





What's  
your go-to?

# Parenting Scenario A

Your child refuses to do homework.

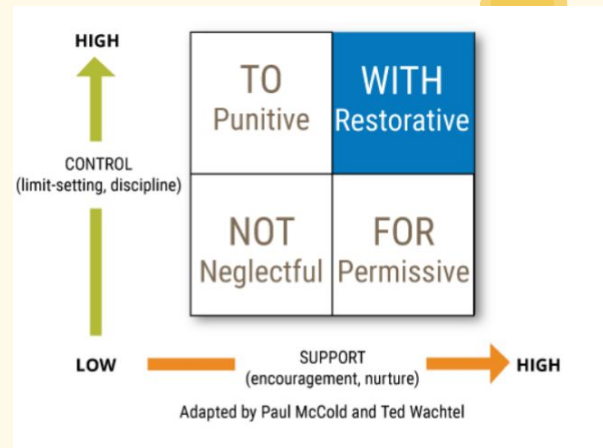


**Poll: How would you respond?**



# Scenario A Response Choices

- "If you don't finish your homework right now, you're losing screen time for the rest of the week." **(TO)**
- "Fine, don't do it. It's your responsibility, not mine." **(NOT)**
- "Okay, I'll help you with it or even do part of it for you so you don't fall behind." **(FOR)**
- "I see you're having a hard time. Can we talk about what's making it difficult? Let's figure out a plan together so you can get it done." **(WITH)**



# Parenting Scenario B

Your child broke a sibling's toy.

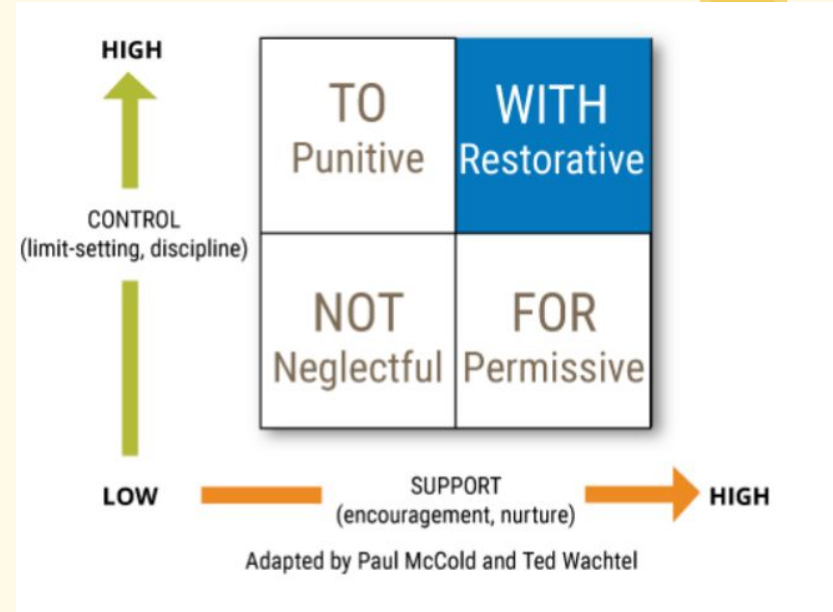


**Poll: How would you respond?**



# Scenario B Response Choices

- "Don't worry about it. I'll buy your sibling a new one so nobody gets upset." **(FOR)**
- "It's not a big deal. These things happen." **(NOT)**
- "Let's talk about what happened. How do you think your sibling feels? How can you make it right?" **(WITH)**
- "You're grounded for a week. That's what happens when you don't respect other people's things." **(TO)**





# Parenting Scenario C

Your teen misses  
curfew.

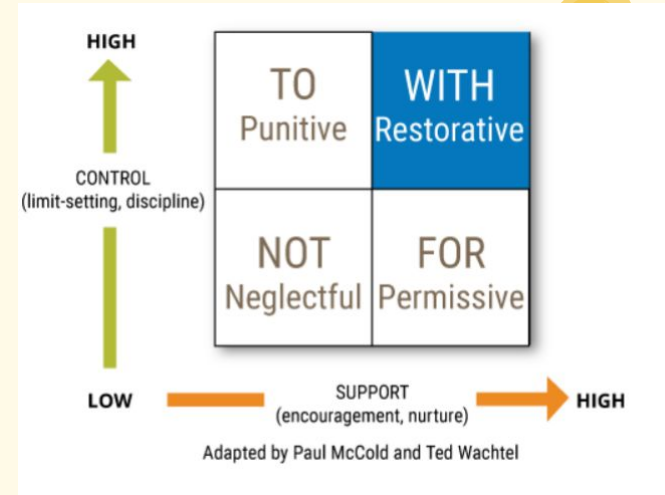


**Poll: How would you  
respond?**



# Scenario C Response Choices

- "I don't have the energy to deal with this right now. Just be more careful next time." **(NOT)**
- "I'm disappointed you missed curfew. Let's talk about what happened, why it's important to stick to the rules, and how we can avoid this in the future." **(WITH)**
- "That's it. No going out next weekend. You've broken the rules, and you'll face the consequences." **(TO)**
- "It's okay, I understand you're busy. Don't worry about the curfew. I'll just trust you more next time." **(FOR)**



# Parting Reflections

- Which quadrant of the social discipline window do you think you naturally lean toward?
- What's one small shift you can make to move toward incorporating the 'WITH' approach more often?

Any Questions?

