

Return to Learning Mindset

The Return to Learning Mindset (RLM) approach requires a shift in priorities: instead of asking “What should the consequence be?” teachers are encouraged to ask “How can I help this student return to the mindset of learning?” When a student is triggered—by a conflict with a teacher or a comment by a peer—they become “stuck” in their brainstems. This means that little more than their flight-or-fight reflex is available to them. In this state, they’re rendered unable to reason, reflect, and relate. To help students regulate themselves and re-access the parts of the brain that make empathy and understanding possible, the Return to Learning Mindset approach suggests avoiding demanding questions (“Why did you do that?”) or harsh consequences (“You deserve a detention!”) and instead, stimulating their five senses. When students who are operating solely from their brainstems are provided a tactile experience—like squeezing a stress ball—or an auditory experience—like listening to nature sounds—they are more likely reclaim their capacity to think and respond in a regulated manner. The RLM approach helps ensure that students are ready to grow personally from school-related conflicts.



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TO END THE HITTING OF CHILDREN



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