**Essential Components of the Prepared Environment for Creating a**

**Peace Literate (PL) Culture of Respect and Belonging in a**

**Montessori Learning Community:**

**Combining Greene’s Insights with a Peace Literacy Understanding of Nonphysical Needs, Development of Capacities, and Learning of Skills**

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| Mustering the energy to persist on tasks that are challenging, effortful, or tedious. | Purpose and Meaning;Inspiration | Discipline (focus/follow-through); Appreciation |  |
| Doing things in a logical sequence or prescribed order |  | Discipline (focus/follow-through) | Organization |
| Completing tasks on time. | Transcendence | Discipline (focus) | Time-management  |
| Considering a range of solutions to a problem. | Explanations (understanding the root causes of the problem reveals solutions) | Imagination; Curiosity |  |
| Expressing concerns, needs, or thoughts in words. | Expression; Self-worth (lack of confidence); Nurturing relationships (lack of trust);Belonging (feelings of alienation from the group); Challenge (feelings of helplessness) | Language; Imagination (in the form of creativity) |  |
| Understanding what is being said. |  | Language (comprehension of words); Discipline (not being able to focus and concentrate) | Listening with empathy |
| Managing emotional response to frustration so as to think rationally (separation of affect) | Challenge (feelings of helplessness magnifying the emotional response); Nurturing Relationships (mistrust magnifying the emotional response); Belonging (alienation magnifying the emotional response) | Discipline (self-control) | Cultivating calm |
| Seeing the "grays"; resulting in concrete, literal, black and-white thinking. | Explanations/Worldview (having explanations/worldview that depict the world as black and white, that does not take into account nuance and complexity) |  |  |

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| Students who present as defiant or challenging are probably having  **difficulty** with: | And they may need help **understanding** that they have a **non-physical need** that is not being met: | And/or they need help developing their **capacity** for: | And/or they need help building the following **skills**: |

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| Deviating from rules, routine, original plan. | Nurturing Relationships (fear of being punished if deviating, lack of trust that deviating will be allowed) | Imagination (in the form of creativity); Curiosity (what if we try it this way instead?) |  |
| Handling unpredictability, ambiguity, uncertainty, novelty. | Challenge (not viewing unpredictability, ambiguity, uncertainty, and novelty as a challenge); Purpose and Meaning (not seeing purpose and meaning in unpredictability, ambiguity, uncertainty, and novelty, or making purpose and meaning out of these situations) | Curiosity (not viewing unpredictability, ambiguity, uncertainty, and novelty with a sense of curiosity); Imagination (not thinking of creative ways to navigate unpredictability, ambiguity, uncertainty, and novelty) | Adaptive thinking skills and/or skills for exploring the uncharted waters of unpredictability, ambiguity, uncertainty, and novelty) |
| Shifting from original idea or solution; adapting to changes in plan or new rules; possibly perseverative or obsessive. | Nurturing Relationships (not feeling that team members are reliable, lack of trust) | Imagination (not using creativity to adapt) | Cultivating calm |
| Taking into account situational factors that would require adjusting one's plan of action. | Nurturing Relationships (not feeling that team members are reliable, lack of trust) | Imagination (not using creativity to adapt) | Cultivating calm |
| Being flexible, producing accurate interpretations and avoiding cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid". | Nurturing Relationships (mistrust as a tangle of trauma that can disrupt perception and relationships); Belonging (alienation as a tangle of trauma that can disrupt perception and belonging); Self-worth (shame as a tangle of trauma that can disrupt perception and self-worth); Explanations (ruthless worldview as a tangle of trauma that can disrupt perception and explanations) |  |  |

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| Students who present as defiant or challenging are probably having  **difficulty** with: | And they may need help **understanding**  that they have a **non-physical need** that is not being met: | And/or they need help developing their **capacity** for: | And/or they need help building the following **skills**: |
| Attending to and/or accurately interpreting social cues; poor perception of social nuances. | Nurturing relationships (mistrust as a tangle of trauma that can disrupt perception and relationships); Explanations (inaccurate explanations for behavior) |  |  |
| Starting a conversation, entering groups, connecting with people; lacking other basic social skills. | Belonging (feelings of alienation that disrupt belonging); Self-Worth (feelings of shame or self-loathing that disrupt self-worth and reduce confidence) |  | Communication skills |
| Seeking attention in appropriate ways. | Nurturing Relationships (mistrust that causes one to lack confidence that nurturing will be given to help meet needs) | Language (not knowing how to express one’s needs in appropriate ways) | Skills for seeking attention in appropriate ways |
| Appreciating how one's behavior is affecting other people; often surprised by others' responses to his or her behavior. |  | Empathy |  |
| Empathizing with others, appreciating another person's perspective or point of view.  |  | Empathy |  |
| Appreciating how one is coming across or being perceived by others. |  | Empathy |  |
| Maintaining focus for goal-directed problem solving. | Challenge (not enough challenge for the student, or too much challenge and corresponding feelings of helplessness) | Discipline | Task-specific skills needed to achieve the goal |
| Considering the likely outcomes or consequences of actions (impulsive) |  | Empathy; Conscience; Discipline | Cultivating calm |