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Betsy Kindall ([00:08](#)):

I'm Betsy Kindall.

Nicole Fairchild ([00:10](#)):

I'm Nicole Fairchild.

Stacy Moore ([00:11](#)):

And I'm Stacy Moore.

Betsy Kindall ([00:13](#)):

And this is Arkansas AWARE, a project to advance wellness and resiliency in education.

Stacy Moore ([00:20](#)):

We have been talking about resilience the last couple of episodes and now we're going to move into a concept known as repair. So Nicole, we're talking about repair and you talk a lot about repair. Does repair mean that if you get obedience from a student in class, if you've kind of gotten on to them and they've shaped up, does that mean repair has happened?

Nicole Fairchild ([00:43](#)):

Nope. That does not.

Stacy Moore ([00:46](#)):

So what is repair? What do you mean when we say repair in the classroom?

Nicole Fairchild ([00:50](#)):

I think it's probably one of the components of rapport that we don't think much about, but it's a really, really important one. So, when we're building rapport with kids, we might do the "all about me" stuff at the beginning of the year, we ask them how their weekend goes. All of that stuff is great. That's great for rapport. But rapport comes into jeopardy when you have to get onto them. When you have to ask them where their homework is, or you have to tell them to quit talking in class, or you have to whatever the case may be. And so then repair is what's important, and not just the return to compliance, you may get them to return to compliance, but there's now a fracture in your rapport.

Stacy Moore ([01:32](#)):

I love this because I've talked to teachers about the emotional bank account before, and relationship bank account, and how you need to keep putting deposits in because we will have make withdrawals.

Nicole Fairchild ([01:43](#)):

Which really is restorative type practices.

Stacy Moore ([01:46](#)):

Yeah. Like we'll have to make withdrawals from that because there'll be times when we have to be the authority figure and we'll have to get on to them or say something corrective. And so, we want to have

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more positives, or deposits, than we do withdrawals. So, we want to keep a positive balance. But repair goes beyond that. Repair is not just that you have a bonus, that you're in the black. Right? It's not just that you're in the black, it's going above and beyond that and saying, okay, no. We're also looking at how did you follow through with this interaction?

Nicole Fairchild ([02:19](#)):

Like just the other day at church, I had to chase a sweet baby down.

Stacy Moore ([02:26](#)):

You chased a child?

Betsy Kindall ([02:27](#)):

And you're still calling them sweet baby.

Nicole Fairchild ([02:29](#)):

Well, no, this is a little guy. This is a preschooler. But, the kiddos were in a gym, but they were all up at one end and there was an event going on and this little one just took off running. And so, it's not really a great idea to chase kids down.

Betsy Kindall ([02:45](#)):

The visual of this makes me cackle.

Nicole Fairchild ([02:47](#)):

Well, and for heaven's sakes, I mean, here I come. I'm sure, just the fact that I'm chasing him scared him half to death. And, I'm already teetering on my rapport with this little one, because I've started teaching in one of the classes that this little one's in. And so, I've been working on rapport with this one and then here, all of a sudden, I've got to go chase this baby down. And it was screaming and it was crying and it was the whole thing. All of the terrible things you might imagine.

Stacy Moore ([03:19](#)):

Oh, big fracture.

Nicole Fairchild ([03:21](#)):

Yeah. Really big fracture. So we got mama and little one calmed down, but then I made sure to repair, because what I know, and I think this makes more sense when you're thinking about a little one, I know that if I want this kiddo to feel comfortable with me in the classroom on Wednesday night, I don't want this one to look at me and associate me chasing them down in the gymnasium and say, "No, I don't want to go in that classroom." And so, I talked about Legos and that it was really scary that I was coming up behind him really fast. And I'm so sorry about that. But we have to make sure you're safe, just whatever's developmentally appropriate there. And then I went and found a smiley face ice pack and that made things better, but I wanted to make sure that, before I walked away, I had done some repair because I don't want to leave the rapport fractured. But, that's easy enough to do with a preschooler. It's harder to do with elementary, upper elementary, middle school, high school.

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Nicole Fairchild ([04:32](#)):

It's almost like the older they get, I think the harder it is to do the repair, because it requires more vulnerability.

Betsy Kindall ([04:40](#)):

Kind of, yes. However, I think that in high school, because I'm actually thinking of my own high school experience cringing, and I'm thinking of a few things as a high school teacher that happened also. But not just that, I'm also thinking as an early person, when I was in a career, and what you're talking as far as repair. And a lot of that comes back to communication. For example, making yourself human and an apology.

Stacy Moore ([05:09](#)):

Yes.

Betsy Kindall ([05:11](#)):

There's so many times, just for me, I think, I probably wasn't a very good high school student, but I had some teachers that really destroyed the relationship they had with me and all it would've taken would've been a conversation and an apology to fix it and to start to repair that relationship. And they chose not to do that. Or, in my view, they didn't see I was worthy of that. And I think that's how high school kids feel a lot.

Nicole Fairchild ([05:43](#)):

Or that they deserved respect and that you were supposed to comply. And so even if they screwed up, you still need to take responsibility.

Betsy Kindall ([05:51](#)):

Because they're the authority figure. Yeah.

Nicole Fairchild ([05:52](#)):

So you still take responsibility for your part and everybody just moves forward.

Betsy Kindall ([05:57](#)):

And that is not how it works. And as a high school student, I promise you that is not how they feel. No.

Stacy Moore ([06:04](#)):

But that's sad. Because, you think about interactions where... I can think back in my life and my career about interactions that were not good, that I remember, that still kind of hurt. I kind of twist a little bit even today and there was no repair there. And, I think-

Betsy Kindall ([06:20](#)):

Were you the teacher?

Stacy Moore ([06:22](#)):

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No, I could probably think about some of those. But those were the first two that come to mind. The first two were pretty hurtful and there was no repair there. And so, I think that I take that for granted. I think about my own kids and I do try to repair with them because they're going to be there. You're in over the long haul with them. But-

Betsy Kindall ([06:44](#)):

Not just that, but you have access to do that.

Stacy Moore ([06:47](#)):

You have access to it. But I think sometimes we rely on the relationship too. Like, well, they'll get over it.

Betsy Kindall ([06:53](#)):

Oh, I can't stand in those words.

Stacy Moore ([06:54](#)):

But you know, like, they'll get over it or we'll be okay. And so we're just not going to mention it again. It's going to bring up confrontation. It's going to be uncomfortable.

Betsy Kindall ([07:02](#)):

But who's it uncomfortable for?

Stacy Moore ([07:03](#)):

But that's so funny, because I was talking to my daughter this morning about, sometimes being uncomfortable for like five seconds is so worth it compared to being uncomfortable for days, months, years.

Betsy Kindall ([07:15](#)):

Yes. That's such a great point.

Nicole Fairchild ([07:17](#)):

It really is true. And, I think it's also true that like when we think about the need for the apology, I think as a mom I have felt this way, I would imagine educators might feel this way. Anybody who's in a position of power. If you apologize to somebody who has quote unquote less power in that relationship than you, it can feel like, well now I'm not going to be able to continue to be an authority. And I think that is a false, false thing. That's not true.

Stacy Moore ([07:46](#)):

It is scary. It is scary. But, like why try has the component of surrendering the one up, and that's exactly what's going to. But I can tell from where I came from as an educator, releasing, relinquishing, any of that control, as far as when it comes to a classroom, it's kind of like, okay, will they take this and run with it now? What are they going to do now?

Nicole Fairchild ([08:05](#)):

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That's scary.

Stacy Moore ([08:05](#)):

Am I seen as weak?

Nicole Fairchild ([08:08](#)):

Are you though?

Betsy Kindall ([08:09](#)):

I don't think so.

Nicole Fairchild ([08:09](#)):

I mean, I think when we talk to kids, I don't know that's their perception of it.

Betsy Kindall ([08:12](#)):

I think it's an adult perception.

Nicole Fairchild ([08:15](#)):

Yeah. And I think it also means that in your next interactions, you also don't surrender.

Stacy Moore ([08:20](#)):

Exactly. That you're still consistent and you're firm and your kind.

Nicole Fairchild ([08:23](#)):

Yeah. Yeah. That you remain firm and kind. But there is something really, really powerful about an apology.

Betsy Kindall ([08:31](#)):

Yeah. And I don't think we can talk about repair and apologies without talking about forgiveness either. Because forgiveness sometimes is a dirty word. Lots of times, in different circumstances when we talk about forgiveness, people think, students think, teachers think, adults think that when you forgive someone that it makes everything okay. Like, it's all fine. And that's not necessarily the case. I just feel like forgiveness is more about us. It's about releasing it for us. And I think that's also an important thing that we can teach.

Stacy Moore ([09:06](#)):

What is that saying about it's like drinking poison expecting the other persons to die.

Nicole Fairchild ([09:11](#)):

Yeah.

Stacy Moore ([09:12](#)):

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Unforgiveness.

Betsy Kindall ([09:13](#)):

You carry it with you. But you know, there's been so many times that I was a student, where really all the teacher had to do was say, "You know what? I was wrong and I'm sorry about that. I'm sorry I said those things." And it would've made it better and those things never came.

Stacy Moore ([09:30](#)):

And that just requires being genuine, authentic and requires some humility there.

Betsy Kindall ([09:35](#)):

Well, and I think it's something that has to be done almost in the moment, because otherwise perceptions change and people remember things differently.

Nicole Fairchild ([09:42](#)):

They sure do.

Betsy Kindall ([09:43](#)):

Do you know what I'm saying?

Stacy Moore ([09:44](#)):

Absolutely.

Betsy Kindall ([09:45](#)):

So like in the moment, if you don't catch it in the moment, or catch it pretty quick after You can justify away, you can-

Stacy Moore ([09:56](#)):

And then in the other person's head it brews.

Betsy Kindall ([09:58](#)):

Yes.

Stacy Moore ([09:58](#)):

Right? It grows. But I think it can be the next day. I could think it could even be a week later if you're sincere and honest, and you're like, "You know, I messed up." Oh my goodness. I've told my child that so many times. "You're my first and I am sorry. I'm learning as I go."

Betsy Kindall ([10:17](#)):

Yeah. And you know, I think too, like I've actually thought about this quite a bit, about one particular teacher and the fact that I, if I brought it up to that particular teacher, I'm not sure they would even remember it.

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Nicole Fairchild ([10:32](#)):

That's right. That's what I mean.

Betsy Kindall ([10:33](#)):

That really also bothers me. Like it was so profound and impactful for me and my entire life, by the way. But yet, they don't even remember it or recollect the situation. It's very interesting.

Stacy Moore ([10:48](#)):

And so is that a pattern that they had with other students too? Or did they, just didn't understand how much it hurt you?

Betsy Kindall ([10:55](#)):

I think it, in this particular teacher's case, they were super emotionally... I don't think they always had their emotions in check. And I went to high school in the nineties. It was a different time.

Stacy Moore ([11:06](#)):

Yeah.

Betsy Kindall ([11:07](#)):

They didn't always have their emotions in check. And so there was some angry spouts that were directed towards me that wasn't justifiable. That really, I didn't deserve, per se.

Stacy Moore ([11:19](#)):

But they didn't come back and say that-

Betsy Kindall ([11:21](#)):

Never. And actually, I've thought about that. Also, we're talking about teachers and students, but y'all, it happens also with our teachers and our administrators and our staff. As an administrator working with our teachers, it's important for you to be real and compassionate and offer some grace. You know, you say this all the time, Nicole, firm, but kind. It's a powerful thing if you can be firm, but kind-

Nicole Fairchild ([11:50](#)):

At the same time.

Betsy Kindall ([11:51](#)):

At the same time. And be real to the fact of, "You know what? I said these things to you in a bout of anger and emotion and I apologize." And while even if sometimes the administrator might wanted to point a few things out, I should never have spoken to you in that way.

Stacy Moore ([12:08](#)):

And is it this idea that we have to be perfect? I mean, is that a component of it? Because, we are human. Just because of that, I'm going to make a lot of mistakes. Right? And so, I don't know. When you're in

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authority, when you're in leadership, is there this idea that I have to be perfect and that I can't mess up? I can't make a mistake. I can't do that in front of them. I can't admit a mistake.

Nicole Fairchild ([12:32](#)):

A lot of times people will come. I'm sure you've done these trainings too, Stacy, where you're like, "Okay, give me an example of bad behavior in the classroom." You know what I mean? And so people come up with different examples. I've made the mistake, and we talked about this recently, of like having somebody come up and pretend they're the student. And then they're just like 300 times the worst possible student ever. Or they're like, nothing you do works for them or whatever.

Stacy Moore ([12:54](#)):

It's extreme.

Nicole Fairchild ([12:54](#)):

Yeah, for sure. For sure. But, it always does remind me that when you're in the moment, you're just doing your very best in the moment. You're doing your very best. So like I said, it wasn't ideal to chase that baby down, but I was doing my very best in that moment. Right? So, I'm not going to be perfect. I'm not going to do it right. And the fact that I can be willing to make the repair, that's the part that makes it all okay.

Betsy Kindall ([13:22](#)):

It is. And I think going back to what Stacy said, it could be the next day. I think that's where the importance of reflection comes in. I believe, just in all of my education and work, true learning and change comes in reflection. That's where it happens. And so, I think as educators, it's super important that we take out time in the day to reflect on how our day has been, what we might do differently, and where we can improve. Monitor, modify, and adjust all day long. And I think that it's in those times of monitoring and reflecting that we might see ourselves through a different lens, like what you just said. You know what? I could have done a little bit better." Or, You know what? Tomorrow, when Johnny comes in, I think I'm going to apologize and really have a conversation with him to help repair that. I think that you can't overlook the importance of reflection.

Nicole Fairchild ([14:24](#)):

So, to kind of wrap up, just don't forget that a return to compliance or obedience is not the same as repair. Just because somebody starts doing what you ask them to do, doesn't mean the relationship's okay. And so, if we're going to do good work, if we're going to do good work, all of the stuff we do is based in relationships. So we'll all do it better if we make sure those relationships are okay. So let's go out there and make some repairs.