

Relational Inclusion blog #5:

## **The frequency illusion / Baader-Meinhoff phenomenon**

The frequency illusion is the name for the cognitive bias that causes you to notice something more often after you've recently learned about it. You know, like when you're thinking of buying a new car or something and suddenly you see it everywhere.

(If you're interested in cognitive bias, it is well worth looking up the cognitive bias index [Cognitive Biases Codex.pdf](#) )

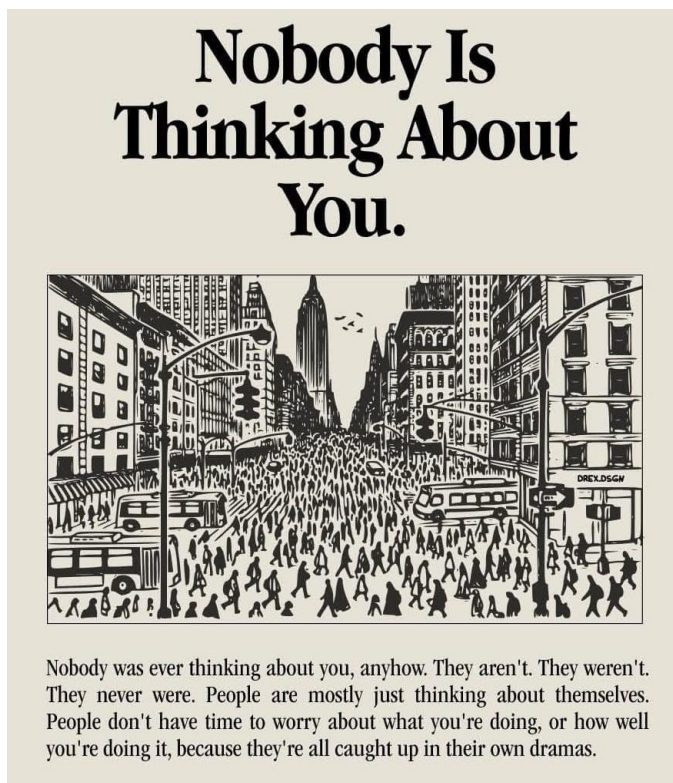
This week I noted a quote and an image at totally different times and then when I looked back they basically say the same thing. I used to think this was Karma. Maybe it is.

The quote was this:

- (1) "Nothing other people do is because of you. It is because of themselves. All people live in their own dream, in their own mind; they are in a completely different world from the one we live in. When we take something personally, we make the assumption that they know what is in our world, and we try to impose our world on their world. Even when a situation seems so personal, even if others insult you directly, it has nothing to do with you. What they say, what they do, and the opinions they give are according to the agreements that they have in their own minds."

- Don Miguel Ruiz

The Image:



And so, if no-one is thinking about us, it's fairly important to think carefully about what to do with our thoughts.

Sarah Ockwell-Smith says:

- (2) **Living in the moment - being aware of what is happening inside means really observing my feelings. This helps me to pause before responding**

If we are being self-aware, and we happen to work with children and young people, we must be aware of the differences in our ability to manage our behaviours:

- (3) Adults have the ability and social filters to regulate their behaviour in a way that a child (of any age) cannot. And this is why so many mainstream discipline methods are ineffective-because they require a level of understanding and thought that is not usual in a young child. It is so important to remember this, and not simply punish the child for having a child's brain. (Sarah Ockwell-Smith)

Our interaction with other adults is also important. I'm not really sure where the next two quotes have come from, but I think they're worth sharing:

- (4) I have learned not to correct people even when I know they are wrong. The onus of making everyone perfect is not on me. Peace is more precious than perfection.
- (5) I remain cool when someone plays dirty to outrun me in the rat race. I am not a rat & neither am I in any race.

This link may be tenuous, but to some extent, our thoughts come from the four areas of SEND. When I read this, I thought I should share:

- (6) I sometimes wonder what the impact would be if the entire National Curriculum was designed around the 4 areas of SEND

For those who don't know the areas:

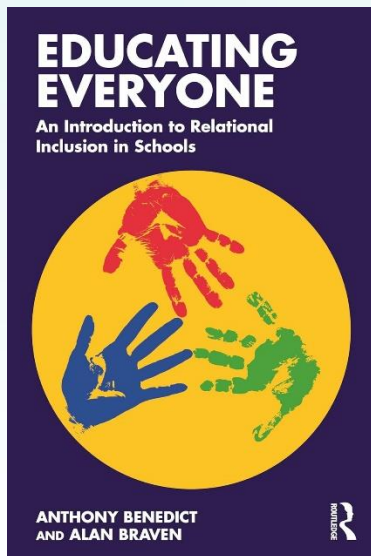
- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

It would be remiss of me not to share my article published in Schools Week. I have attached as a PDF along with our Guiding Principles poster.

Some of you know that we have spent the last 18 months working with Victorious Academies and the Laurel Trust on a Relational Inclusion Pilot. The pilot is now complete, and I have attached the report. It is quite lengthy, but I think it's certainly worth a read.

If people in your networks would benefit from these emails, please share or contact Hannah to add them to the email.

Our book, *Educating Everyone: An Introduction to relational Inclusion in Schools* comes out in April and is available to pre-order here:



Thanks for reading

Anthony Benedict

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