

Problems *about* Learning

Psychological/Emotional

Baggage "to school"/ "pain bodies"	Settings	Fears
<ul style="list-style-type: none"> • Family altercations • Blended families • Adopted children • Foster children • Death/illness 	<ul style="list-style-type: none"> • Classroom • Homework • Peer-pressure • Family Involvement 	<ul style="list-style-type: none"> • Failure—feelings of inadequacy • Rejection—work not good enough • Humiliation—"put down" • Unknown—who's going to happen to me?

Guiding Behavior

1. Use the child's name for good behavior and greetings.
 - Avoid the child's name when misbehavior occurs or when correcting a child.
 - Connect the child's identity with good behavior. *The name is the child's hallmark.*
2. Help children learn what **TO DO** instead of what **not to do**.
 - Avoid using Don't phrases and negative contractions.
 - The brain first processes ACTION verbs and the body responds.
 - "DON'T splash the water" is processed as "SPLASH the water."
3. Attend to the "victim" first, then the "aggressor." *Never take sides.*
4. Model the behavior you expect.

Reasons for Misbehavior

1. Feelings of inadequacy
2. Lack of self-worth
3. Feeling that they don't belong
4. Unsure of their own reality

Goals of Misbehavior

1. Attention (AGM)
• Positive—(Charming nuisance)
• Negative—(Destructive)

2. Power Struggle
• Temper tantrums/ need for control

3. Revenge
• "I'll show you!"

4. Assume disability
• Passive/ Active

All behavior has a purpose

What can parents and teachers do?

1. Interpret/ reflect misbehavior
2. Give encouragement
3. Use positive reinforcement

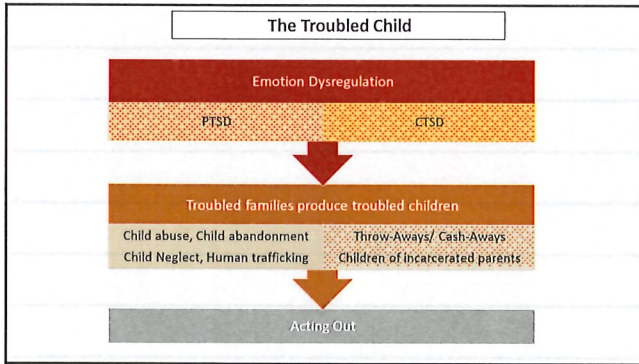
**Emotions:
Regulation/ Dysregulation**

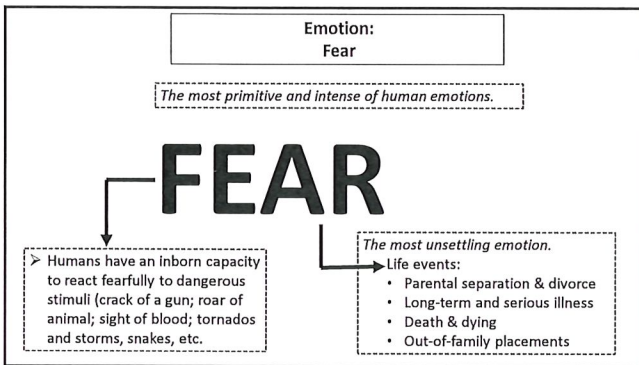
Regulation
Stable, Calm
Freedom of expression

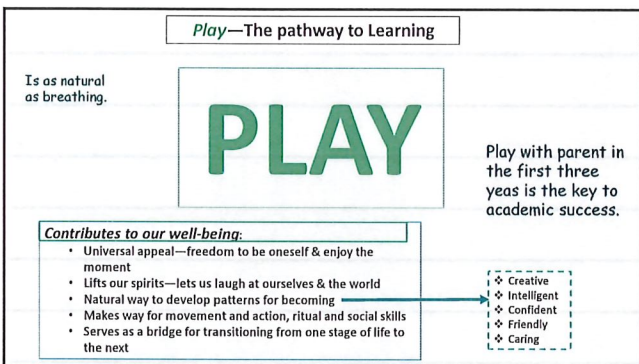
High Energy=Feelings are energizing
• Joy, peace • Happiness, fun
• Love, caring • Genuineness
• Hope, confidence

Dysregulation
• Chaotic, confusing
• Hotheaded expression

Low Energy=Feelings are deflating
• Anger, hatred • Fear, anxiety
• Panic, phobias • Hopelessness
• Dread, depression







**Watch Children at Play:
Those who cannot**

PLAY → Those who cannot are *troubled children*.

Play is the venue for troubled children to heal themselves in the bounds of safety, yet free to express a full-range of emotions.

Parents and teachers set the tone for children's play that leads to patterns for problem solving and building self-confidence.

**Watch Children at Play:
Those who can**

Those who can play with ease and spontaneity while alone and with others are emotionally and physically healthy.

Through play children develop coping skills for dealing with rapid changes bombarding them in a fast-paced world.

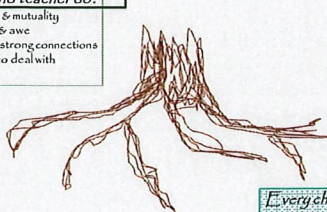
Play is a powerful way for children to learn reverence for life through respect for: self, others, property, nature

A child's world-view begins to form through play.

Roots of Morality

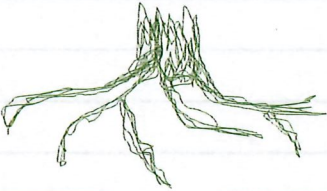
What can parents and teacher do?

- Promote love, trust & mutuality
- Balance affection & awe
- Use ritual to make strong connections
- Talk with children to deal with problems



Every child needs at least one consistent emotionally stable parent figure.

Roots of Morality



First three years Attachment

- Secure
- Ambivalent
- Avoidant
- Disorganized

Template for life

- First 10 years forms the child's basic philosophy—design for living

Questions?



Thank You!

wandadraper.com
wdraperemail@gmail.com
