Session One

Childhood & Community:
SWIM Youth & Teen Staff Training

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Adapted from presentations by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

Based on *Raising A Responsible Child* by Dr. Don Dinkmeyer & Dr.
Gary D. McKay of the Alfred Adler Institute of Chicago

Also based on *Childhood and Society* by Erik H. Erikson

Why do this training?

- ◆ **What are your reasons?**
- ◆ **Learn what others are doing**
- ◆ **Understand what we do ourselves**
- ◆ **See where we fall in the range of options**
- ◆ **Recognize where our goals and methods diverge**
- ◆ **Capitalize on failures to create more successes**
- ◆ **Set ourselves up to win (short-term, long-term)**

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What is a successful youth, teen or adult program at SWIM?

- ◆ **Supports a positive experience for all involved, youth, teens, & adults – leaders & participants**
- ◆ **Supports the process of becoming a healthy, mature, and socially engaged individual**
- ◆ **Supports a future in the community**
- ◆ **Supports a future in society at large**
- ◆ **Supports our shared values in four ways…**

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To have a successful youth, teen, or adult experience…

- We supports our shared UU values in four ways:
  - 1) Respond to Human Needs
    - with an understanding of child & adult development
  - 2) Promote Equitable Relations
    - balancing power across a continuum of approaches
  - 3) Teach Useful Insights
    - such as life coping skills and critical problem solving
  - 4) Encourage Participants and Staff
    - Your goals, their goals, and working to reach them

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1) Responds to Human Needs

- seeks to understand and address developmental issues (instead of suppressing behavior)
- helps parents and leaders use consistent approaches to reach compatible goals
- helps kids and teens to understand themselves and their relationships in, and to, society at large
- connects this reality to the past and the future
- provides positive choices to meet needs

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2) Promotes Equitable Relations

- based on mutual respect between child and adult
  - supports mutual respect between children
  - encourages mutual respect between adults
- shows firmness (showing one's own self-respect)
- shows kindness (showing respect for others)
- not based on "arbitrary" power inequities

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3) Teaches Useful Insights

- reveals natural and logical consequences
- avoids arbitrary rewards and punishments
- does not harness envy, greed, and fear
- allows the infant, toddler, preschooler, elementary-aged child, pre-teen, teen, young adult and adult to develop responsibility, self-discipline, and discerning judgment

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4) Encourages Everyone

- communicates respect, love, and support
- encourage the process and the child as a person (instead of focusing praise on the end product)
- addresses the need for verbal and nonverbal acts to show that adults and peers care
- refuses to moralize, compare, retaliate, or belittle
- sets everyone up to win
- clear and reasonable (fair) expectations

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Session Two

Understand Human Needs:
Child & Adult Development Models

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Adapted from presentations by Pamela C. Phelps, Ph.D.
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Also based on *Childhood and Society* by Erik H. Erikson

What are human needs?

- **Psychoanalysis: The world according to Freud**
  - **Dreams, unconscious symbols, guide the good Dr.**
- **Behaviorism: The world according to Skinner**
  - **Believe only what you observe and measure**
- **Neo-Freudian: Erikson meets anthropology**
  - **How do differences in society affect development?**
- **Humanistic: Maslow's Hierarchy of Needs**
  - **How to we reach our ideals? Look to great people**
  - **You can choose to be a great person**

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Psychoanalysis: How do we think?

Superego	Parent	Experience	Should do
↓	↓	↓	↓
Ego →	Adult →	Delimma →	*Do or do not*
↑	↑	↑	↑
Id	Child	Possibilities	Want to do

Based on the work of Sigmund Freud, as discussed by Erik H. Erikson, *Childhood and Society, 2nd Ed.*
Parent, Adult, Child analogy from Eric Berne, as discussed by Thomas A. Harris, MD, *I'm OK—You're OK.*   11

Neo-Freudian: *Childhood and Society*

- **Erik H. Erikson moves from the study of sickness to the study of wellness under different norms**

- **Erikson observes children and their adults**

- **Erikson observes common developmental issues and how different child training forms (and conforms to) different adult societal expectations**

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   12

Erikson's Theories

- Child behaviors are precursors of adult behaviors
- Adults sidestep demands of reality during play
  - Not about the end product
  - Seek a break, release from goals ("catharsis")
- Play has a critical function for children
  - Prepare for the process of life with play
  - Test their understanding, process in the world
- Each Positive Trait acquired needs its opposite

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   13

Erikson's First Stage:
Basic Trust vs Basic Mistrust

- "I can hope" *verses* "I should fear"
- Critical during Sensory (Oral) Development
- 0-1 years of age

- Strength and *Virtue*: Drive and *Hope*
- Institutional parallels with religion, charity, hospitality, hospice care, nursing, social service

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   14

Erikson's Second Stage:
Autonomy vs Shame and Doubt

- "I can decide" *verses* "I should ask"
- Critical during Muscular Development (Anal)
- 1-3 years of age

- Strength and *Virtue*: Self-Control and *Willpower*
- Institutional parallels: law, governance, politics

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   15

Erikson's Third Stage:
Initiative vs Guilt

- "I can imagine" *verses* "I should forget about"
- Critical during Locomotor Development (Genital)
- 3-6 years of age

- Strength and *Virtue*: Direction and *Purpose*
- Institutional parallels: economic order, exploration, public performance

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   16

Erikson's Fourth Stage:
Industry vs Inferiority

- "I can function" *verses* "I shouldn't try"
- Critical during Primary School years (Latency)
- 7-11 years of age

- Strength and *Virtue*: Method and *Competence*
- Institutional parallels: technology, apprenticeship

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   17

Erikson's Fifth Stage:
Identity vs Role Confusion

- "I can be" *verses* "I don't know what I should be"
- Critical during Adolescent Development (Puberty)
- 12-20+ years of age

- Strength and *Virtue*: Devotion and *Fidelity*
- Institutional parallels: class, gender, vocation

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   18

Erikson's Sixth Stage:
Intimacy vs Isolation

- "I can care" *verse* "I shouldn't care"
- A critical issue during early Adulthood
- 20-35+ years of age

- Strength and *Virtue*: Affiliation and *Love*
- Institutional parallels: relationship patterns, marriage, alliances

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   19

Erikson's Seventh Stage:
Generativity vs Stagnation

- "I can matter" *verses* "I should give up"
- Critical during Adulthood
- 30-55+ years of age

- Strength and *Virtue*: Production and *Care*
- Institutional parallels: art, education, research

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   20

Erikson's Eighth Stage:
Ego Integrity vs Despair

- "I can accept" *verses* "I should regret"
- Critical for Seniors (Maturity)
- 50+ years of age

- Strength and *Virtue*: Renunciation and *Wisdom*
- Institutional parallels: history, philosophy, storytelling, sermonizing

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   21

Summary of Erikson's Ego Stages:
Child & Adult Development

I can hope verses I should fear	Trust	verses	Mistrust	0-1 yrs
I can decide verses I should ask	Autonomy	verses	Doubt	1-3 yrs
I can imagine verses I should forget	Initiative	verses	Guilt	3-6 yrs
I can function verses I shouldn't try	Industry	verses	Inferiority	7-11 yrs
I can be verses I don't know what I should be	Identity	verses	Role Confusion	12-20+ yrs
I can care verses I shouldn't care	Intimacy	verses	Isolation	20-35+ yrs
I can matter verses I should give up	Generativity	verses	Stagnation	30-55+ yrs
I can accept verses I should regret	Integrity	verses	Despair	50+ yrs

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   22

Humanistic Psychology:
How to we realize our dreams?

Virtue
Truth, Goodness, Beauty, Unity, Transcendence,
Aliveness, Uniqueness, Perfection, Justice, Order, Simplicity

Actualization
Fulfillment, accomplishment, overcoming disappointment

Respect
Success, affirmation, overcoming shame

Love
Belonging, acceptance, overcoming isolation

Security
Shelter, Safety, overcoming threat

Body
Air, Water, Food, Warmth, Pleasure, overcoming pain

Maslow's Hierarchy of Needs, based on the work of Abraham Maslow, *Toward a Psychology of Being*   23

Session Three

Build Successful Experiences:
Using Community Building Models

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Based on *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist
with material by Jennifer Martin and Galen Moore
adapted from *Building Community in Youth Groups* by Denny Rydberg

Additional material from presentations by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)
based on *Childhood and Society* by Erik H. Erikson and
Toward a Psychology of Being by Abraham Maslow

**Humanistic Psychology:
How to we realize our dreams?**

A Virtuous Life
Truth, Goodness, Beauty, Unity, Transcendence,
Aliveness, Uniqueness, Perfection, Justice, Order, Simplicity

Self-Actualization
Fulfillment, accomplishment, overcoming disappointment

Respect
Success, affirmation, overcoming shame

Love
Belonging, acceptance, overcoming isolation

Security
Shelter, Safety, overcoming threat

Body
Air, Water, Food, Warmth, Pleasure, overcoming pain

Maslow's Hierarchy of Needs, based on the work of Abraham Maslow, *Toward a Psychology of Being*   25

**How to we create, develop, or
facilitate a sense of community?**

◆ **Chance** – just dumb luck and circumstance
◆ **Natural selection** – success will rise above failures
◆ **Divine intervention** – guidance from above ?
◆ **Trial and error** – sooner or later we'll get it right
◆ **Infrastructure support** – fertile soil, rain, sun, & DNA
◆ **Intentional planning and effort** – play and insights, building an intentional community with Deep Fun

Pepi Acebo

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Deep Fun Building Community
Step One: **Bonding**

◆ **Break down the cliques and barriers that exist**
◆ **Establish a relationship of trust**
◆ **A problem-solving task or other activity that requires group members to work side by side can create communal bonds**
◆ *Cooperation* **is the goal**

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   27

Deep Fun Building Community
Step Two: **Opening Up**

- Share *non-threatening* areas of life
- If one person perceives that another is genuinely interested in her or his story, then trust will develop between the two
- Flexible, so that people can share to whatever degree they feel comfortable
- Individuals discover that they are not strange but wonderful and the group accepts and loves them

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   28

Deep Fun Building Community
Step Three: **Affirming**

- ENCOURAGING each other through affirmation
- Many reclusives become active members of the group when they realize others care about them
- After Opening Up, people need positive feedback before they will consider sharing further
- Leaders are an integral part of the community building process and need affirmation, too

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   29

Deep Fun Building Community
Step Four: **Stretching**

- Difficulties can arise naturally or can be provided
- Stretching exercises can reap many benefits as individuals move beyond their comfort levels and become aware of opportunities for growth
- Individuals cannot merely say they care for one another other; they must actively show it
- Individuals also realize they can achieve much more as a group than as separated individuals

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   30

Deep Fun Building Community
Step Five: **Deeper Sharing, Goals**

- At this stage, individuals share deeply with one another and set goals that require persistence
- People can express their visions of the future and present struggles
- Group gives support and encouragement
- The group holds the individual accountable
- Not all of a person's thoughts are appropriate to share in a group setting

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   31

Deep Fun Building Community
Action: **Beyond the Five Steps**

- Taking a group through the five steps is essential to building a communal group, but it is only the beginning…
- Once members have built a sense of community, participants will be ready to risk sharing with their peers in a non-programmed way
- Group members will also be ready to set and accomplish other goals with a united effort

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   32

Deep Fun Building Community
Five Steps and more…

- Step One: Bonding
- Step Two: Opening Up
- Step Three: Affirming
- Step Four: Stretching
- Step Five: Deeper Sharing & Goal Setting
- Action: the Shared Experience Continues…

Adapted by Jennifer Martin and Galen Moore from *Building Community in Youth Groups* by Denny Rydberg
Found in *Deep Fun*, edited by Sienna Baskin, YRUU Youth Program Specialist   33

What Parallels do you see?
Ego Stages vs Community Stages

Fellowship vs Community			
	Trust vs Mistrust	I can hope *verses I should fear*	0-1 yrs
Bonding	Autonomy vs Doubt	I can decide *verses I should ask*	1-3 yrs
Opening Up	Initiative vs Guilt	I can imagine *verses I should forget*	3-6 yrs
Affirming	Industry vs Inferiority	I can function *verses I shouldn't try*	7-11 yrs
Stretching	Identity vs Role Confusion	I can be *verses I don't know what I should be*	12-20+ yrs
Deeper Sharing	Intimacy vs Isolation	I can care *verses I shouldn't care*	20-35+ yrs
& Goal Setting	Generativity vs Stagnation	I can matter *verses I should give up*	30-55+ yrs
(To Be Continued)	Integrity vs Despair	I can accept *verses I should regret*	50+ yrs

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Session Four

Understand Human Needs:
Recognizing Causes of Misbehavior

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Adapted from presentations by Pamela C. Phelps, Ph.D.
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Getting Needs Met:
Goals of child's "Misbehavior"

- **Attention, Power, Revenge, Display of Inadequacy**

- **To identify a child's goal, note carefully:**
  - **How you feel when the misbehavior happens?**
  - **What you do about the misbehavior?**
  - **How the child responds to what you do about the misbehavior?**

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)   36

Misbehavior: **Attention Getting**

- ◆ ATTENTION:
  - ◆ If your child has attention as her goal, you will probably feel annoyed and remind or coax her
  - ◆ In turn, she is likely to temporarily stop the misbehavior, having received the attention she was seeking
  - ◆ Later, the child may repeat the act for more attention or choose another tactic for attention

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)   37

Misbehavior: **Attention Getting**

- ◆ How to redirect ATTENTION getting behavior:
  - ◆ When possible, ignore misbehavior that seeks attention
  - ◆ Refuse to be annoyed
  - ◆ Avoid always giving attention when the child is asking for it
  - ◆ Be sure to give positive attention when your child is not expecting it

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Misbehavior: **Power Struggle**

- ◆ POWER:
  - ◆ The misbehavior usually provokes you to anger
  - ◆ You feel your authority has been challenged
  - ◆ You in turn will either try to make the child do what you want, or give in
  - ◆ If you fight, he fights back and you impress him with the value of power
  - ◆ If you give in, he stops the misbehavior

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Misbehavior: **Power Struggle**

◆ How to redirect POWER struggles:
  ◆ Withdraw from the conflict by refusing to fight or give in
  ◆ Don't allow yourself to become angry
  ◆ If possible, let the child experience the consequences of the misbehavior

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Misbehavior: **Revenge**

◆ REVENGE:
  ◆ A child who seeks revenge wants to get even, because she feels she has been wronged
  ◆ Your likely response is to feel emotionally hurt by her attempt at revenge – also physically hurt if she's attacking you bodily
  ◆ If you then get angry and try to get even, she is likely to respond by seeking more revenge

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)   41

Misbehavior: **Revenge**

◆ How to redirect REVENGEFUL behavior:
  ◆ When your child is after revenge, it isn't easy to keep from feeling hurt
  ◆ But the cycle of revenge can begin to subside only when you avoid feeling hurt – difficult as that may be
  ◆ Instead of trying to get even, work to build trust and mutual respect

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)   42

Misbehavior: **Display of Inadequacy**

- ◆ DISPLAY OF INADEQUACY:
  - ◆ A child's display of inadequacy encourages you to give up
  - ◆ You feel despair
  - ◆ You take no action because you agree that the child isn't capable and you don't expect him to be able to perform the task
  - ◆ Therefore, there is no improvement

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

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Misbehavior: **Display of Inadequacy**

- ◆ How to redirect displays of INADEQUACY:
  - ◆ Remember that children who display inadequacy are extremely discouraged
  - ◆ It's important not to give up on such a child!
  - ◆ Avoid criticism
  - ◆ Find any area of strength to ENCOURAGE
  - ◆ Focus on the child's slightest effort or improvement

Adapted from presentation by Pamela C. Phelps, Ph.D.
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The Biting or Violent Child: **Suggested Approach**

- ◆ A record should be kept of the biting incidences
  - ◆ The adults involved should use this information to evaluate the problem and plan a positive intervention
  - ◆ The intervention should not shame or punish the child, but rather teach the child how to get his needs met without using aggression
  - ◆ Information concerning the following areas should be recorded and used in the evaluation of the situation

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The Biting or Violent Child: Suggested Approach

- What play materials are available for the children to play with?
- Are the play materials developmentally appropriate for the children?
- Is there more than one of each kind of play material available?
- What activity is in progress?
- What is the group size?
- What is the adult to child ratio?

- Who are the adults involved when the biting occurred?
- Are the adults attentive and involved with the children?
- Where did the incident occur?
- Who is the biter?
- Who is being bitten?
- What is the time of day?
- Is the biter hungry or tired?
- Is the biter under stress at home?

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The Biting or Violent Child: Help the child met her/his needs

- Resolves conflicts with others
  - Uses conflict resolution skills
    - awareness of body language
    - use of problem-solving language
- Language
- Verbal Aggression
- Physical Aggression
- Passive

Adapted from presentation by Pamela C. Phelps, Ph.D.
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Session Five

Encourage Better Choices: Picking Your Discipline Model

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Also based on *Childhood and Society* by Erik H. Erikson

Teen and Youth Program Leaders

- Before you use discipline, you need to have…
  - Some goals
    - What are you trying to do? Why are you here?
  - Some methods
    - How do you do what you do? What do you not do?
    - How do you succeed? How do deal with problems?
  - Some reality check
    - How do you address unintended consequences?
    - How do you address your own needs?

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Leaders have many choices

- With behavior issues, you generally have choices
  - Absence, denial, avoidance, withdrawal
  - Acceptance, permissiveness
  - Communicating facts and observations
  - Asking questions, prompting reflection
  - Offering inducements to change behavior
  - Physical Intervention

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Permissive Discipline Model

- Being Present/Being an Example
- Goal: Encourage the spirit of the child
- Method: Actively observes, leads by doing

- Adult does not direct or judge
- Adult "models" positive behavior
- Child makes own decisions

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Communication Discipline Model

- ◆ Non-Directive Statements
- ◆ Goal: Allows child to do the thinking
- ◆ Method: Note facts, makes observations

- ◆ Adult does not direct or judge
- ◆ Adult says, "Looks like..."
- ◆ Child controls behavior

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Social Discipline Model

- ◆ Questions/Dialogues
- ◆ Goal: Connect child with social reality
- ◆ Method: Asks questions, shares insights

- ◆ Adult gives and receives information
- ◆ Adult says, "Why did... What if..."
- ◆ Child and Adult make decisions together

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Behavior Modification Model

- ◆ Directive Statement
- ◆ Goal: Modify behavior
- ◆ Method: Promise/Warning

- ◆ Adult provides incentives, right and wrong
- ◆ Adult says, "I need... You need..."
- ◆ Adult controls behavior

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Assertive Discipline Model

- Physical Intervention
- Goal: Control behavior
- Method: Reward/Punishment

- Adult reacts to child, must be present to win
- Adult says, "No soup for you! Go to your room!"
- Adult is in charge

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Discipline Continuum:
Who makes the decisions?

Parent

Adult

Child

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Discipline Continuum:
Who makes the decisions?

Permissive Model	Communication Model	Social Discipline Theory	Behavior Modification	Assertive Discipline
Being Present and Aware	Non-Directive Statements	Questions/Dialogue	Directive Statements	Physical Intervention
Natural Consequences	Natural / Social Consequences	Social / Logical Consequences	Promise / Fear Desires / Guilt	Reward / Punishment
models options for behavior	Describe, just the facts	What did you do?	I need You help	"No soup for you!"
CHILD (parent)	CHILD/parent	CHILD/PARENT	child/PARENT	(child) PARENT
Internal control	Mostly internal	Internal/External	Mostly External	External Control

Adapted from presentation by Pamela C. Phelps, Ph.D.
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Who makes the decisions?
Depends on how we intervene

- The least intrusive method that works has the potential for internalized learning and growth
  - Natural Consequences
  - Social Consequences
  - Logical Consequences
  - Promise or Threat
  - Praise or Shame
  - Reward or Penalty

Adapted from presentation by Pamela C. Phelps, Ph.D.
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Interventions:
Natural Consequences

- The democratic adult uses natural, social, and logical consequences rather than punishment
  - Punishment is not an effective teaching method
  - Traditional forms of punishment invite retaliation in one form or another
  - Natural Consequences are based on the natural flow of events and take place without adult interference
  - Adult may help child see natural consequence by describing the cause and effect, showing options

Adapted from *Discipline Without Tears* by Dr. Rudolph Dreikurs and Pearl Cassel
The Alfred Adler Institute of Ontario (1972)   59

Interventions:
Logical Consequences

- Arranged by the adult, but natural to the child
  - Must be experienced by the child as logical in nature
  - Child should see the consequences of behavior by experience and will learn from it
  - Logical consequences are an effective response for attention-getting behavior
  - Not for use in a power struggle, as they may backfire
  - To respond to power and revenge, use natural whenever possible
  - For displays of inadequacy, just use encouragement

Adapted from *Discipline Without Tears* by Dr. Rudolph Dreikurs and Pearl Cassel
The Alfred Adler Institute of Ontario (1972)   60

Interventions:
Social Consequences

- ◆ **Adult models normative adult peer reactions**
  - ◆ Experienced by the child as logical human behavior
  - ◆ Child will learn the social consequences of behavior by experience and will learn from it
  - ◆ Social consequences are not punishment and should not be given in anger
  - ◆ Adult explains reaction (explains feelings, explains response behavior or absence of behavior) to the child without blaming, shaming, or pressuring
  - ◆ Does not use railroad spike when thumbtack will do

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)   61

Logical Consequences	Traditional Punishment
◆ A learning process	◆ A judicial process
◆ Adult plays role of educator	◆ Adult plays role of policeman, judge
◆ Adult is understanding	◆ Adult is usually angry
◆ Adult tries to be objective, with little emotional involvement	◆ Adult is subjective, with considerable emotional involvement
◆ Expresses the reality of social order	◆ Expresses the power of a personal authority
◆ Are intrinsically related to the misbehavior	◆ Has an arbitrary relation to the misbehavior
◆ Have no element of moral judgment	◆ Inevitably involved moral judgement
◆ Give the child a choice of his behavior and the results	◆ Gives no choice to the child
◆ Firm, but fair	◆ Is often unfair
◆ Show respect for the child	◆ Shows no respect, belittles or demeans the child
◆ Voice is calm and friendly	◆ Voice is loud and angry
◆ Are appropriate in a democratic setting	◆ Belongs only in an autocratic setting

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Discipline Continuum:
Which models do *you* use? When?

Permissive Model	Communication Model	Social Discipline Theory	Behavior Modification	Assertive Discipline
Being Present and Aware	Non-Leading Statements	Questions / Dialogue	Directive Statements	Physical Intervention
Natural Consequences	**Natural / Social Consequences**	**Social / Logical Consequences**	**Promise / Fear Desires / Guilt**	**Reward / Punishment**
models options for behavior	Describes Just the Facts	What do You Value?	Reward You Need?	No soup for you!
CHILD (parent)	CHILD/parent	CHILD/PARENT	child/PARENT	(child) PARENT
Internal control	Mostly Internal	Internal/External	Mostly External	External Control

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Session Six

Encourage Better Choices:
Picking Your Language

Pepi Acebo
Director of S.W.I.M.
Southeast Unitarian Universalist Winter Institute, Inc., in Miami

Adapted from presentations by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

Also based on *Childhood and Society* by Erik H. Erikson

Winning Ways to Talk with Young Children (and maybe even adults)

- Communicate acceptance
- Don't threaten command preach lecture
- Use door openers: "I see" "oh" "mm hmmm" "how about that" "really" "
- Listen attentively
- Use "you-messages" to reflect the child's feelings
- Use more do's than don'ts
- Talk with (NOT AT) children
- Use "I messages" for your thoughts and feelings
- Make simple requests
- Get the child's attention before speaking to him

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Winning Ways to Talk with Young Children (and maybe even adults)

- Make important requests firmly
- Communicate at eye level
- Say Please, Thank You, You're Welcome to children
- Try not to interrupt and scold children when they are telling you their stories
- Don't use unkind words which tear the child down
- Use kind words to encourage and build up the child
- Good communication helps children to develop confidence, feelings of self-worth, and good relationships with others. It makes life with them more pleasant now and helps them grow into adults who have good feelings about themselves and others.

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Instead of Focusing on Praise
Try Giving Encouragement

- Praise is conditioned on the result
- Encouragement is unconditional
- Look for opportunities to give unconditional, acknowledgement of the child's choices
- When trying to encourage children, ask yourself:
  - Does your comment extend or enrich the child's perception of his/herself?
  - Does your comment extend their problem solving and critical thinking skills?

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Praise Focuses On The Product

- To praise is "to commend the worth of or to express approval or admiration" (Brophy, 1981)
- Praise is usually given to a child when a task or deed is well done, or when a task is completed (Dreikurs et al, 1982)
- Educational research indicates:
  - When PRAISE is used as a common response it may lower self-confidence and increase dependence

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Praise lowers expectations

- No child can always be good or nice or smart
- Consequently, in order to avoid negative evaluations, children may avoid risking difficult tasks if when they depend on praise
- PRAISE can lead children to have low expectations of success AT DIFFICULT TASKS, which in turn results in decreased persistence and performance intensity at tasks

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Praise inhibits decision-making

◆ PRAISE, as commonly used, is like other forms of reward, and discourages children from judging for themselves what is right or wrong
- ◆ Once children receive external rewards such as PRAISE they often focus more on rewards than the behavior for which the rewards were given
- ◆ PRAISE may lead to dependency because children come to rely on the authority figure to tell them what is right or wrong, good or bad

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False Praise Creates Anxiety

◆ "INEFFECTIVE" PRAISE creates anxiety, invites dependency, and evokes defensiveness
- ◆ Insincere praise is not conducive to self-reliance, self-direction, or self-control
- ◆ To judge implies superiority and takes away from the children's power to judge their own work
- ◆ Children can become addicted to the adult attention and continuously seek adult approval through smiling, talking, etc.

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Encouragement Does Not Judge

◆ ENCOURAGEMENT gives specific feedback
- ◆ ENCOURAGEMENT provides a positive recognition that focuses on the child's EFFORTS or acknowledges SPECIFIC ATTRIBUTE or DECISIONS the child has made in the work completed or in progress
- ◆ Unlike praise, ENCOURAGEMENT does not judge the child's work, measure the value of the child's work, or indicate the child's status because of the work

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Encouragement Recognizes

- ◆ **ENCOURAGEMENT focuses on IMPROVEMENT OF PROCESS instead of evaluating finished product**
  - ◆ Instead of "I like the way you cleaned your room." you might say, "All the cars are in their place." or "Tell me how you got all the toys to fit on the shelf."
  - ◆ ENCOURAGEMENT is ADULT INITIATED
  - ◆ ENCOURAGEMENT generally takes place in private
  - ◆ ENCOURAGING STATEMENTS ARE SINCERE, direct comments delivered with a natural voice

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Encouragement Doesn't Compare

- ◆ **ENCOURAGEMENT avoids competition, particularly comparing the child to others**
  - ◆ "You are the best cleaner." Today? Tomorrow?
- ◆ **ENCOURAGEMENT does NOT set children up for failure and doubt**
  - ◆ Instead of, "I like the way you were nice to Alice." you might say, "I noticed that you shared with Alice when she came to play today."

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Encouragement Appreciates

- ◆ **ENCOURAGEMENT helps children develop an appreciation of their own behaviors and achievements, opens the door for conversation**
  - ◆ "You must feel proud of the way you cleaned your room yourself."
  - ◆ "You look like you really liked learning to pedal by yourself."

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Winning Ways To Talk with Teens and Adults

- ◆ **Remember that teens and adults make their own decisions already**
  - ◆ New or difficult situations may force adults and teens to start at the beginning, making new decisions on each of Erikson's Ego Stages:
    - ◆ Trust vs Mistrust, Autonomy vs Doubt, etc.
  - ◆ Community building stages apply to all interactions
  - ◆ Adults and teens move back and forth continuously
  - ◆ Adults and teens will use the problem-solving and coping approaches that have worked in the past

Pepi Acebo   76

Session Seven

Dealing with Conflict:
Picking Your Approach

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Adapted from presentations by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

Also based on *Childhood and Society* by Erik H. Erikson

Conflict:
It's a Part of Life!

I can hope verses I should fear	Trust	verses	Mistrust	0-1 yrs
I can decide verses I should ask	Autonomy	verses	Doubt	1-3 yrs
I can imagine verses I should forget	Initiative	verses	Guilt	3-6 yrs
I can function verses I shouldn't try	Industry	verses	Inferiority	7-11 yrs
I can be verses I don't know what I should be	Identity	verses	Role Confusion	12-20+ yrs
I can care verses I shouldn't care	Intimacy	verses	Isolation	20-35+ yrs
I can matter verses I should give up	Generativity	verses	Stagnation	30-55+ yrs
I can accept verses I should regret	Integrity	verses	Despair	50+ yrs

Adapted from Erik H. Erikson, *Childhood and Society, 2nd Edition.*   78

Reactions to Conflict:
How do we deal with conflict?

- ◆ **Resolves conflicts with others**
  - ◆ **Uses conflict resolution skills**
    - ◆ **awareness of body language**
    - ◆ **use of problem-solving language**
- ◆ **Language**
- ◆ **Verbal Aggression**
- ◆ **Physical Aggression**
- ◆ **Passive**

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NON-CONSTRUCTIVE PROBLEM SOLVING STYLES

- ◆ **Avoiding** – What problem?
- ◆ **Intimidating** – You gotta problem wit me?!
- ◆ **Going for the Kill** – Well, here's all I hate about you…
- ◆ **Diagnosing** – You're just saying that because…
- ◆ **Withholding** – I'm taking my toys and going home!
- ◆ **Undermining** – You're going to go loose everything if…
- ◆ **Double Binding** – Damned if you do…
- ◆ **Betraying** – Hey, everybody, listen to this!

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NON-CONSTRUCTIVE PROBLEM SOLVING STYLES

- ◆ **Avoiding**
  - ◆ **Withdrawing; walking out; falling asleep; applying the "silent treatment"; apologizing prematurely**
  - ◆ **Refusing to take discussion of the problem seriously**
  - ◆ **Being a "pseudo-accommodator"**
- ◆ **Diagnosing**
  - ◆ **Character Analysis: telling the other person how they should feeling or think, what their motives are, what they should want**

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NON-CONSTRUCTIVE PROBLEM SOLVING STYLES

- **Intimidating**
  - Toe-to-toe confrontation
  - Attacking indirectly (against religion, sex, affiliations)
  - Carom fighting ("throwing crap" at your opponent)
- **Going for the Kill**
  - Hitting below the belt; using intimate knowledge; acting to humiliate
  - Chain-reacting; throwing in the kitchen sink; from left field; unrelated issues to pyramid the attack

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NON-CONSTRUCTIVE PROBLEM SOLVING STYLES

- **Double Binding**
  - Setting up a no-win Situation (damned if you do…)
  - Setting up a deal with no attempt to fulfill your part
  - Giving a rebuke for failure with no hope of a reward
  - Gimmee! Nothing is ever enough, demanding more
- **Undermining**
  - Deliberately arousing or intensifying emotional insecurities, anxiety, or depression
  - Keeping partner on edge, threatening disaster

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NON-CONSTRUCTIVE PROBLEM SOLVING STYLES

- **Withholding**
  - Withholding affection, approval, recognition, materials things, privileges
  - Withholding anything which would give pleasure or make life easier for the partner
- **Betraying**
  - Being a "Benedict Arnold": not only failing to defend the interest of the other party, but encouraging attacks from outsiders

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CONSTRUCTIVE PROBLEM SOLVING STYLES

- ◆ Program discussions of problems at special times to avoid wear and tear on innocent bystanders
- ◆ Leave plenty of time to handle feelings
- ◆ Each partner fully expresses his/her own negative feelings
- ◆ Each partner fully expresses his/her own positive feelings
- ◆ Each one replays partner's argument in her/his own words, to be sure that she/he understands it
- ◆ Entertain "feedback" (her/his evaluation of your behavior)
- ◆ This means "chewing over" evaluations of yourself before accepting or rejecting them

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CONSTRUCTIVE PROBLEM SOLVING STYLES

- ◆ Clearly define together the issue (what's the problem?)
- ◆ Discover where the two positions coincide as well as where they differ
- ◆ Each partner defines her/his "out-of-bounds" areas of vulnerability
- ◆ Determine how deeply each partner feels about his/her stake in the discussion
- ◆ This enables each to decide how much he/she can yield
- ◆ Offer correctional critiques of conduct – partners develop positive suggestions for improvement for one another

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CONSTRUCTIVE PROBLEM SOLVING STYLES

- ◆ Decide how each can help the other relative to the problem
- ◆ Recognize the Yablonsky (spontaneous explosion without reason) and wait for it to subside; don't hook in
- ◆ Try to score the discussion by comparing the learning yield of the discussion against the injury
- ◆ Winners are those who learn more than they get hurt
- ◆ Discuss the problem after thinking
- ◆ Compare your opinions with each other after the leftovers, evasions, and unsettled issue
- ◆ Declare a discussion of the problem holiday/truce

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Conflict Resolution Strategies: Persuading

- When one chooses to use a persuasive strategy in conflict, one assumes that the other is incorrect or ignorant and needs to be changed in order to improve the situation, the relationship, the organization or the individual
- The persuader does not assume that he/she needs to change or that he/she needs to act or think differently
- Only the listener is expected to change

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Conflict Resolution Strategies: Persuading

- If you are going to attempt to use persuasion…
  - 1. Present both sides
  - 2. Present your favored viewpoint last
  - 3. Be for, not against
  - 4. Don't interrupt
  - 5. Don't hurry to make your points
  - 6. Cover one point at a time
  - 7. Know your key points
  - 8. Keep coming back to your key points

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Conflict Resolution Strategies: Persuading

- Persuasive strategies will not work in situations of low trust
- Persuasion works when:
  - The other is unclear about what he/she wants
  - The other trusts your motives
  - You have prestige and competence in the other's eyes
  - The other perceives your goals and his/hers to be compatible
  - The other perceives herself/himself to be appreciated or respected by you
  - The other does not have strong opinions on the subject

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Conflict Resolution Strategies: Compelling or Forcing

- Compelling is the use of physical or emotional force, authority, or pressure to oblige or constrain another to do something that another person or group wants done (or not done)
- People can not be compelled to think a certain way, but they can be compelled to ACT a certain way
- Most of the compelling that we experience in our day-to-day lives is not compelling through the use of physical force but that which comes through the use of authority
- Authority is the right that we give to a person or group to make certain decisions for us—because we can't all agree
- In short term emergencies compelling may be called for, but in the long term compelling is caustic and rots out relationships and organizations

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Conflict Resolution Strategies: Compelling or Forcing

- Compelling may be help to resolve conflict when:
  - Used infrequently
  - You or others are being threatened or are under attack
  - Your rights are being violated
  - You have tacit or explicit authority to demand compliance
  - You can call in authority
  - The other believes you will use your authority
  - There is inadequate time to work through the differences
  - All other means have failed
  - Compliance is easily evaluated and can be evaluated promptly
  - Important, unpopular courses of action must be taken

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Conflict Resolution Strategies: Avoid, Ignore, Accommodate, Flee

- Avoidance — When one avoids conflict, one evades it or stays away from it. One attempts to skirt it or keep it from happening.
- Ignoring — Ignoring a conflict is acting as if it weren't going on.
- Fleeing — Ignoring is the only passive strategy for dealing with conflict. Avoidance takes effort and attention to what is happening so it won't be dealt with and so does fleeing. Fleeing is actively removing yourself from the arena in which conflict might take place.
- Accommodation — A person who is using an accommodative style often believes that the relationship is more important than the issue, and will therefore shrink from any confrontation that might be required to deal with the issue in order not to jeopardize the relationship. This can also be "giving in." This allows the status quo ante to stand rather than changing the situation in any way.

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Conflict Resolution Strategies:
Avoid, Ignore, Accommodate, Flee

◆ **Misuse of avoidance, ignoring, accommodation, and fleeing:**
- ◆ 1. Procrastination
- ◆ 2. Saying "yes" and then not following through
- ◆ 3. Saying "yes" when you really want to say "no"
- ◆ 4. Saying one thing and doing another
- ◆ 5. Using "supportive" strategies when you should be using collaboration, negotiation, compelling, or persuading (not owning your role in the problem)

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Conflict Resolution Strategies:
Avoid, Ignore, Accommodate, Flee

◆ **Appropriate use of avoidance, ignoring, accommodation, and fleeing strategies:**
- ◆ When the cost of actually attempting to work through a problem is greater than the value of having worked it through
- ◆ When individuals within the organization or relationship are particularly fragile and insecure
- ◆ When people need time or "space" to cool down
- ◆ When there is conflict on many fronts
- ◆ When the differences are trivial or irrelevant to your relationship or the organization

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Conflict Resolution Strategies:
Avoid, Ignore, Accommodate, Flee

◆ **Other appropriate use of avoidance, ignoring, accommodation, and fleeing strategies:**
- ◆ When the parties in a conflict are unable or unwilling to reconcile their differences or attempt to reconcile and they must continue to be in the same place or to work together
- ◆ When you don't care about the relationship or the quality of interaction within it
- ◆ When you are powerless to affect change of any kind, when the other does not or will not respond and repeated efforts have been made to invite the other to address the issues with you and try to work them through

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Conflict Resolution Strategies:
Avoid, Ignore, Accommodate, Flee

- The most serious problem with this cluster of conflict strategies is that they don't change anything…
- When you choose to AVOID, ACCOMMODATE, FLEE, or IGNORE, you are choosing to let things remain as you
  - What is disrespectful, remains disrespectful
  - Avoiding says, "I have given up on you and the relationship at this point"
- Usually organizations and people that regularly use these strategies are depressed and remain depressed

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Conflict Resolution Strategies:
Collaboration

- This strategy for resolving conflict is *often touted* as the best or only strategy to use
- However, this strategy is only the best strategy when the situation is appropriate, i.e., when both parties are willing to work together for their mutual success
- This strategy has the highest likelihood of providing a long-term resolution of conflict

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Conflict Resolution Strategies:
Collaboration

- When you choose to use collaboration, the following steps must be carried out by all parties:
  - 1. Jointly acknowledge that there is a problem
  - 2. Jointly agree on ground rules and process
  - 3. Jointly define the problems or issues
  - 4. Jointly identify shared interests
  - 5. Jointly invent options for MUTUAL gain
  - 6. Jointly agree on criteria for choosing among the options
  - 7. Jointly choose an option or options
  - 8. Jointly back up when mutual agreement breaks down

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Conflict Resolution Strategies:
Collaboration

- **Collaboration is a "win/win" strategy**
- **Likely outcomes of collaboration:**
  - **People will have high motivation to comply with their joint decisions**
  - **The quality of decisions is usually significantly increased**
  - **People's problem-solving abilities are usually strengthened**
  - **All the parties to the original conflict usually walk away from it with a sense of satisfaction and success**

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Conflict Resolution Strategies:
Bargaining or Negotiating

- **Negotiation is a "sorta-win/sorta-win" strategy**
- **This strategy is very similar to collaboration except that the expectations of the parties are lower as they enter the conflict arena**
- **Instead of seeking solutions which are mutually fulfilling to both parties or all of the groups, persons who use negotiation will be trying to get as much as they can, assuming that they will not get everything they want but at least they will get some of what they want, as the others get some of what they want.**

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Conflict Resolution Strategies:
Bargaining or Negotiating

- **Bargaining is the art of backing off; it is the process of making demands that you do not expect to be fulfilled, with the intention of getting less than you would really like to have while satisfying some of the needs that the other bargainer brings to the table.**

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Conflict Resolution Strategies: Bargaining or Negotiating

- When you should use bargaining or negotiating:
  - When the issue or problem is negotiable
  - The prize is divisible or has items that can be traded
  - When all the parties are willing to bargain
- When you should <u>not</u> use bargaining or negotiating:
  - When there is a great power disparity between parties
  - When the level of fear and perceptual distortion about the other party, or about the situation, is high in one or more of the parties

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Conflict Resolution Strategies: Support

- The major assumption in this strategy is that you do not share the problem with the other, but that the other is the one with the problem
  - This strategy should strengthen, encourage, or empower the person with the problem
  - It is the task of the supporter to help the other feel strong enough to deal with "his or her difficulties without attempting to "fix" the problem for him or her
  - Use "open statements" – do not moralize, admonish, judge, warn, order, negate, or bargain…

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Conflict Resolution Strategies: Support

- When should you support:
  - When you have decided who owns the problem
  - When the other person is bringing to your relationship troubles and dissatisfactions outside of your relationship with him or her (Sounding Board)
  - When you don't believe the tension in the situation is motivated by the issues with which you are dealing
  - When those on the other side are not willing to come to the table and work on the issues that are important to you both (Building Trust)

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Conflict Resolution Strategies: Support

- Outcomes of using support:
  - Support usually elicits good feelings
  - The person maybe disappointed that you are not going to solve their problem/s for them
  - Supported people are encouraged to be responsible for themselves

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Conflict Resolution Strategies: Each Strategy Has A Place

- Often, we pick the strategies that have been proven successful in the past
- Shaming someone for picking a non-productive strategy is non-productive
- If you want someone pick a different approach to a conflict, ask yourself how you can help make that approach work for the other person
- Allow people to pick their battles

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Session Eight

Setting Yourself Up For Success: Planning for Your Participants

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The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

Winning Questions:
Who is your Audience?

- **Know your participants expectations**
- **Know your own expectations**
- **Know your coworker's expectations**
  - **Why are they here?**
  - **What needs do they have?**
  - **What are your options/resources?**

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Winning Questions:
What are your/their goals?

- **Having a positive experience with all involved, youth, teens, & adults – leaders & participants**
- **Having a sense of happiness and fulfillment?**
- **Having a sense of place in the community?**
- **Becoming a better person? A more capable, self-actualized, and socially fulfilled individual?**
- **Through the process, becoming more capable of creating a more fulfilling future in the world?**

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Winning Questions:
How do we get there?

- **We support our shared goals in four ways:**
  - **1) Respond to Human Needs**
    - **Listen using available knowledge and compassion**
  - **2) Promote Equitable Relationships**
    - **Balancing power across the continuum of people**
  - **3) Teach Useful Insights**
    - **Include physical skills, life skills, and problem solving**
  - **4) Encourage Participants and Staff**
    - **Your goals, their goals, and working to reach them**

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Setting Yourself Up To Win:
Planning for All Age Groups

- **Young children engages in three kinds of play:**
  - **Sensorimotor or Functional**
  - **Dramatic or Symbolic**
    - **Macrospheric (role play with others)**
    - **Microspheric (play with toys & objects)**
  - **Construction**
    - **Fluid and Structured**

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

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Promote a Range of Behavior:
Social Interaction During Play

- **Unoccupied Behavior (Play Disruption)**
  - **Children are not playing, but are engaged in "unoccupied behavior."**
- **Onlooker Behavior**
  - **Children watch other children at play. They may verbally interact, but do not join the play.**
- **Solitary Social**
  - **The child engages in play by him/herself. The play is totally independent.**

Adapted Mildred Parten's "Developmental Definitions For Social Interactions"

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Promote a Range of Behavior:
Social Interaction During Play

- **Parallel Social**
  - **The child plays near others. The child is involved in her own play, but enjoys the presence of others.**
- **Associative Social**
  - **Plays with others in a group, may share materials, but there is no planned purpose to the play.**
- **Cooperative Social**
  - **The child plays with other children. Play has a goal or intended purpose. Children plan and take on roles.**

Adapted Mildred Parten's "Developmental Definitions For Social Interactions"

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What's going on in these photos?

- What types of play?
- What types of social interaction?

- Which developmental issues?
- What kind of long-term learning?
- What kind of preparation for the future?

Adapted from presentation by Pamela C. Phelps, Ph.D.
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How do we set up good play?

- Kinds of Play
  - Should support the three kinds of play
- Arrangement of Play Materials
  - Should support social interactions
- Amount of Play Materials
  - Enough to support parallel play (same activity)
  - Enough to support positive decision-making

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

Play Opportunities

- Gray tubs with blue rice, pouring and emptying
  - same kinds of containers in each of 2 tubs: 2 spaces
- Water table with blue food coloring, empty/fill
  - 3 of each kind of container in tub: 3 spaces
- Blue play dough with alphabet cookie cutters
  - 4 spaces
- Water table with blue food coloring, sand for bottom, and whales for micro-dramatic play
  - 3 spaces

Adapted from presentation by Pamela C. Phelps, Ph.D.
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Play Opportunities

- Blue construction paper with colored chalk, add milk in vegetable trays to dip chalk into
  - 6 spaces
- Mud box, table with cooking pans and utensils
  - 3 spaces
- Scrap paper, markers, crayons, scissors, paste
  - 6 spaces
- Shaving cream on two cookie sheets
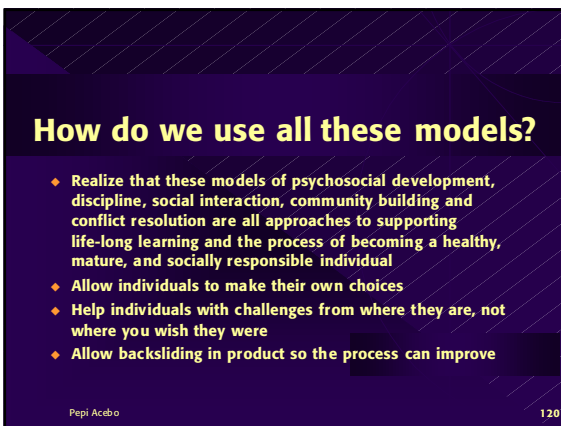 - add blue food coloring and sponges for icing

Adapted from presentation by Pamela C. Phelps, Ph.D.
The Creative Center for Childhood Research & Training, Inc. (cccrt.org)

Play Opportunities

- Double-sided easel with 18" x 24" sheets of manila paper and twelve colors of paint
  - 2 spaces
- Dry erase markers on tile board
  - 2 spaces
- Scrubbing with brushes on ramp
  - 4 spaces
- Blue water painting with rollers
  - 4 spaces

Adapted from presentation by Pamela C. Phelps, Ph.D.
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How do we use all these models?

- Realize that these models of psychosocial development, discipline, social interaction, community building and conflict resolution are all approaches to supporting life-long learning and the process of becoming a healthy, mature, and socially responsible individual
- Allow individuals to make their own choices
- Help individuals with challenges from where they are, not where you wish they were
- Allow backsliding in product so the process can improve

Pepi Acebo   120

Support a range of Social Play

- Provide play opportunities for youth, teen, and adults that permit movement between types of social interaction
  - Social Interaction During Play
    - Onlooker Behavior
    - Solitary Social
    - Parallel Social
    - Associative Social
    - Cooperative Social

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Support a range of Choices

- Provide positive learning opportunities
- Provide positive choices to get needs met
  - Look for unmet needs in each of these models
- Provide clear, consistent expectations
  - Don't set up lose-lose situations
  - Provide multiple positive choices
  - Be honest, sincere, complete (don't hedge)

Pepi Acebo   122
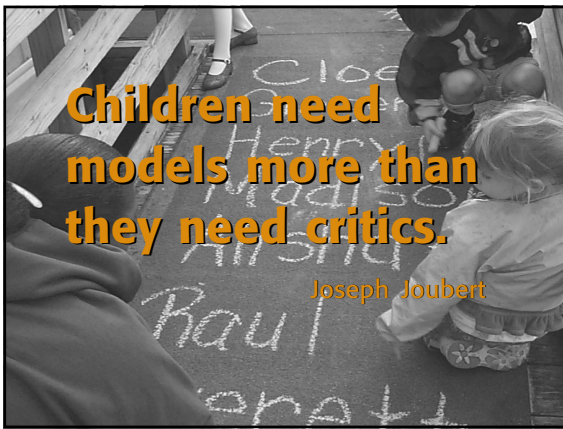
Mistakes Happen:
Support Learning & Growth

- Allow decision-making
- Allow decision-makers to see consequences
- Allow successful failures
- Allow learning through mistakes
  - Acknowledge effort, choices made, how the parts worked or didn't work (encouragement vs praise)

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Success Happens:
Play works on the process

- Allow everyone to be successful
- Expect different approaches, ideas
- Beware your own unspoken agenda
- Be aware of power and language in your approach to structure, discipline, or conflict
- Be aware of power in the choices you express
- Be intentional and playful (yes, at the same time)
  - If you find yourself caring too much about end result, then it's not play anymore – "it's getting to be more like work"
  - "All work and no play makes Jack a dull boy."

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Children need models more than they need critics.

Joseph Joubert