

# SNOOP



OSCAR Network  
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**WHAT'S WRONG WITH THE TEENAGE MIND? BEGINNING SCHOOL:  
HOW CHILDREN PROCESS NEW EXPERIENCES CALM-DOWN  
TECHNIQUES TO TRY WITH CHILDREN SIX CORE STRENGTHS FOR  
HEALTHY CHILD DEVELOPMENT TEACHING PROBLEM-SOLVING  
THE REAL REASON CHILDREN LOVE FANTASY HOW I GOT MY CHILDREN  
TO LISTEN WITHOUT EVER SAYING A WORD**

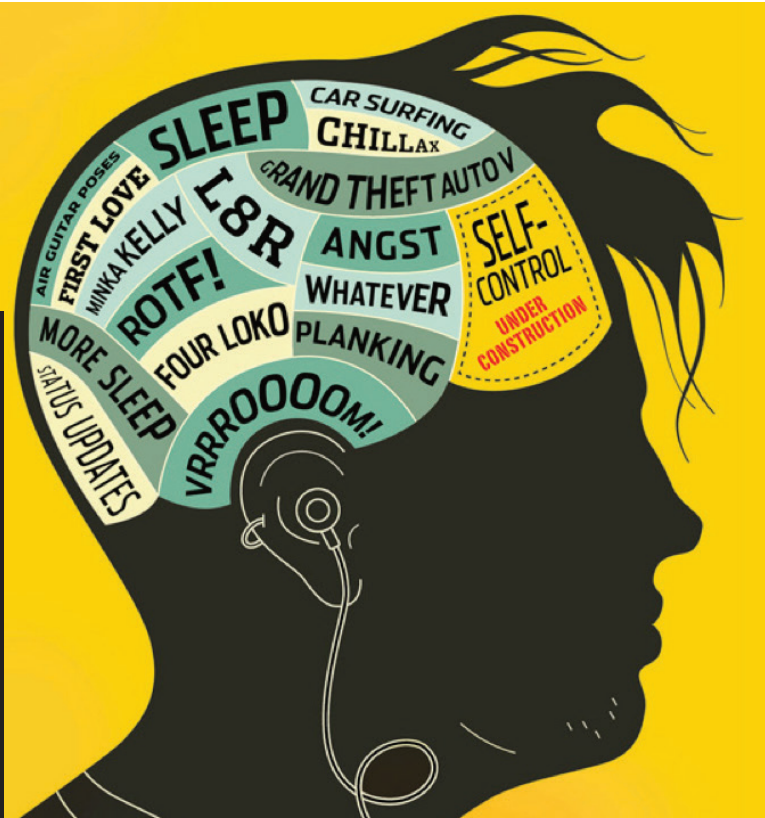


ENHANCING CHILDREN'S PLAY : *WHAKAREWA / TE TAAKARO TAMARIKI*



# WHAT'S WRONG WITH THE TEENAGE MIND?

**CHILDREN TODAY REACH PUBERTY EARLIER AND ADULTHOOD LATER. THE RESULT: A LOT OF TEENAGE WEIRDNESS. ALISON GOPNIK ON HOW WE MIGHT READJUST ADOLESCENCE.**



“What was he thinking?” It’s the familiar cry of bewildered parents trying to understand why their teenagers act the way they do.

How does the boy who can thoughtfully explain the reasons never to drink and drive end up in a drunken crash? Why does the girl who knows all about birth control find herself pregnant by a boy she doesn’t even like? What happened to the gifted, imaginative child who excelled through high school but then dropped out of college,

drifted from job to job and now lives in his parents’ basement?

*If you think of the teenage brain as a car, today’s adolescents acquire an accelerator a long time before they can steer and brake. HARRY CAMPBELL*

Adolescence has always been troubled, but for reasons that are somewhat mysterious, puberty is now kicking in at an earlier and earlier age. A leading theory points to changes in energy balance as children eat

more and move less. At the same time, first with the industrial revolution and then even more dramatically with the information revolution, children have come to take on adult roles later and later.

Five hundred years ago, Shakespeare knew that the emotionally intense combination of teenage sexuality and peer-induced risk could be tragic—witness “Romeo and Juliet.” But, on the other hand, if not for fate, 13-year-old Juliet would have

## THE OSCAR NETWORK

We are an organisation dedicated to providing information to O.S.C.A.R. (Out of School Care And Recreation) programmes.

Our aim is to support, promote and network safe quality, accessible OSCAR services which are professional and centre around the needs of the child and their whanau. The OSCAR Network provides information on training, development, mentoring, funding & finances, research, advocacy, management and staff support, resources and the general running of an Out of School programme. The OSCAR Network encourages OSCAR providers to operate quality services, however it is not a function of the OSCAR Network to accredit or assess OSCAR services. The OSCAR Network has a well-earned reputation for working co-operatively alongside other groups and agencies. We work as a team in an environment based on mutual respect and trust. It is the combination of skills, ideas and energy, which achieves results from the consensus decision-making process. We enjoy our work by ‘thinking differently’.

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become a wife and mother within a year or two.

What happens when children reach puberty earlier and adulthood later? The answer is: a good deal of teenage weirdness. Fortunately, developmental psychologists and neuroscientists are starting to explain the foundations of that weirdness.

The crucial new idea is that there are two different neural and psychological systems that interact to turn children into adults. Over the past two centuries, and even more over the past generation, the developmental timing of these two systems has changed. That, in turn, has profoundly changed adolescence and produced new kinds of adolescent woe. The big question for anyone who deals with young people today is how we can go about bringing these cogs of the teenage mind into sync once again.

The first of these systems has to do with emotion and motivation. It is very closely linked to the biological and chemical changes of puberty and involves the areas of the brain that respond to rewards. This is the system that turns placid 10-year-olds into restless, exuberant, emotionally intense teenagers, desperate to attain every goal, fulfil every desire and experience every sensation. Later, it turns them back into relatively placid adults.

Recent studies in the neuroscientist B.J. Casey's lab at Cornell University suggest that adolescents aren't reckless because they underestimate risks, but because they overestimate rewards—or, rather, find rewards more rewarding than adults do. The reward centres of the adolescent brain are much more active than those of either children or adults. Think about the incomparable intensity of first love, the never-to-be-recaptured glory of the high-school basketball championship.

What teenagers want most of all are social rewards, especially the respect of their peers. In a recent study by the developmental psychologist Laurence Steinberg at Temple University, teenagers did a simulated high-risk driving task while they were lying in an fMRI brain-imaging machine. The reward system of their brains lighted up much more when they thought another teenager was watching what they did—and they took more risks.

From an evolutionary point of view, this all makes perfect sense. One of the most distinctive evolutionary features of human beings is our unusually long, protected childhood. Human children depend on adults for much longer than those of any other primate. That long protected period also allows us to learn much more than any other animal. But eventually, we have to leave the safe bubble of family life, take what we learned as children and apply it to the real adult world. Becoming an adult means leaving the world of your parents and starting to make your way toward the future that you will share with your peers. Puberty not only turns on the motivational and emotional system with new force, it also turns it away from the family and toward the world of equals.

The second crucial system in our brains has to do with control; it channels and harnesses all that seething energy. In particular, the prefrontal cortex reaches out to guide other parts of the brain, including the parts that govern motivation and emotion. This is the system that inhibits impulses and guides decision-making that encourages long-term planning and delays gratification.

This control system depends much more on learning. It becomes increasingly effective throughout childhood and continues to develop during adolescence and adulthood, as we gain more experience. You come to make better decisions by making not-so-good decisions and then correcting them. You get to be a good planner by making plans, implementing them and seeing the results again and again. Expertise comes with experience.

In the distant (and even the not-so-distant) historical past, these systems of motivation and control were largely in sync. In gatherer-hunter and farming societies, childhood education involves formal and informal apprenticeship. Children have lots of chances to practice the skills that they need to accomplish their goals as adults, and so to become expert planners and actors.

The cultural psychologist Barbara Rogoff studied this kind of informal education in a Guatemalan Indian society, where she found that apprenticeship allowed even young children to become adept at difficult and dangerous tasks like using a machete.

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SEE THE CALENDAR ON THE BACK COVER FOR TIME AND PLACE DETAILS OF OSCAR NETWORK TRAINING AND EVENTS.

In the past, to become a good gatherer or hunter, cook or caregiver, you would actually practice gathering, hunting, cooking and taking care of children all through middle childhood and early adolescence—tuning up just the prefrontal wiring you'd need as an adult.

But you'd do all that under expert adult supervision and in the protected world of childhood, where the impact of your inevitable failures would be blunted. When the motivational juice of puberty arrived, you'd be ready to go after the real rewards, in the world outside, with new intensity and exuberance, but you'd also have the skill and control to do it effectively and reasonably safely.

In contemporary life, the relationship between these two systems has changed dramatically. Puberty arrives earlier, and the motivational system kicks in earlier too. At the same time, contemporary children have very little experience with the kinds of tasks that they'll have to perform as grown-ups. Children have increasingly little chance to practice even basic skills like cooking and caregiving. Contemporary adolescents and pre-adolescents often don't do much of anything except go to school. Even the paper route and the baby-sitting job have largely disappeared.

The experience of trying to achieve a real goal in real time in the real world is increasingly delayed, and the growth of the control system depends on just those experiences. The paediatrician and developmental psychologist Ronald Dahl at the University of California, Berkeley, has a good metaphor for the result: Today's adolescents develop an accelerator a long time before they can steer and brake. This doesn't mean that adolescents are stupider than they used to be. In many ways, they are much smarter. An ever longer protected period of immaturity and dependence—a childhood that extends through college—means that young humans can learn more than ever before. There is strong evidence that IQ has increased dramatically as more children spend more time in school, and there is even some evidence that higher IQ is correlated with delayed frontal lobe development.

All that school means that children know more about more different subjects than

they ever did in the days of apprenticeships. Becoming a really expert cook doesn't tell you about the nature of heat or the chemical composition of salt—the sorts of things you learn in school. But there are different ways of being smart. Knowing physics and chemistry is no help with a soufflé. Wide-ranging, flexible and broad learning, the kind we encourage in high-school and college, may actually be in tension with the ability to develop finely-honed, controlled, focused expertise in a particular skill, the kind of learning that once routinely took place in human societies. For most of our history, children have started their internships when they were seven, not 27.

The old have always complained about the young, of course. But this new explanation based on developmental timing elegantly accounts for the paradoxes of our particular crop of adolescents. There do seem to be many young adults who are enormously smart and knowledgeable but directionless, who are enthusiastic and exuberant but unable to commit to a particular kind of work or a particular love until well into their 20s or 30s. And there is the graver case of children who are faced with the uncompromising reality of the drive for sex, power and respect, without the expertise and impulse control it takes to ward off unwanted pregnancy or violence.

This new explanation also illustrates two really important and often overlooked facts about the mind and brain. First, experience shapes the brain. People often think that if some ability is located in a particular part of the brain, that must mean that it's "hard-wired" and inflexible. But, in fact, the brain is so powerful precisely because it is so sensitive to experience. It's as true to say that our experience of controlling our impulses make the prefrontal cortex develop as it is to say that prefrontal development makes us better at controlling our impulses. Our social and cultural life shapes our biology.

Second, development plays a crucial role in explaining human nature. The old "evolutionary psychology" picture was that genes were directly responsible for some particular pattern of adult behaviour—a "module." In fact, there is more and more evidence that genes are just the first step in complex developmental sequences, cascades of interactions between organism and environment, and that those developmental

processes shape the adult brain. Even small changes in developmental timing can lead to big changes in who we become.

Fortunately, these characteristics of the brain mean that dealing with modern adolescence is not as hopeless as it might sound. Though we aren't likely to return to an agricultural life or to stop feeding our children well and sending them to school, the very flexibility of the developing brain points to solutions.

Brain research is often taken to mean that adolescents are really just defective adults—grown-ups with a missing part. Public policy debates about teenagers thus often turn on the question of when, exactly, certain areas of the brain develop, and so at what age children should be allowed to drive or marry or vote—or be held fully responsible for crimes. But the new view of the adolescent brain isn't that the prefrontal lobes just fail to show up; it's that they aren't properly instructed and exercised.

Simply increasing the driving age by a year or two doesn't have much influence on the accident rate, for example. What does make a difference is having a graduated system in which teenagers slowly acquire both more skill and more freedom—a driving apprenticeship.

"Take your child to work" could become a routine practice rather than a single-day annual event, and students could spend more time watching and helping scientists and scholars at work rather than just listening to their lectures. Summer enrichment activities like camp and travel, now so common for children whose parents have means, might be usefully alternated with summer jobs, with real responsibilities.

The good news, in short, is that we don't have to just accept the developmental patterns of adolescent brains. We can actually shape and change them.

*Ms. Gopnik is a professor of psychology at the University of California, Berkeley, and the author, most recently, of "The Philosophical Baby: What Children's Minds Tell Us About Truth, Love and the Meaning of Life." Adapted from an essay that she wrote for [www.edge.org](http://www.edge.org), in response to the website's 2012 annual question: "What is your favorite deep, elegant or beautiful explanation?"*



# BEGINNING SCHOOL: HOW CHILDREN PROCESS NEW EXPERIENCES

BY BRUCE D. PERRY MD, PHD

“There’s books and big blocks and a painting place and a Lego table and a set of dinosaurs and two computers.” A 5-year-old describing her new classroom to her mother.

The human brain is designed to learn. Yet in order to learn, our brain must first attend to, focus on, and then absorb new experiences. Learning is difficult when there is a problem with any of these three steps. During the first weeks of school, the new environment, objects, and people in a young child’s life can overload these steps. Understanding how the brain responds to new experiences can help you use these first weeks of school to set the stage for a productive and enjoyable year.

## KEY STEPS TO LEARNING

### FIRST STEP: GETTING THEIR ATTENTION

In a familiar environment with predictable routines, such as a child’s home, the brain tends to filter out repetitive and familiar signals such as the sound of a fan or street sounds. What gets children’s attention are new signals that are judged to be “important” (Mom’s expressions, words, and actions) or unfamiliar things (a new toy, the visiting neighbour’s baby).

Sometimes, with a sudden change, familiar or not, attention will shift. This might be the result of someone dropping book, a police car with siren blaring roaring down the street, or a car alarm going off. Most children will quickly process these distractions and move on. Some children, however, do not handle this well. They have a difficult time sorting and determining what is most important. Their attention shifts rapidly from one minor distraction to the next.

In a new environment, however, most children appear distracted as they shift their attention from one new experience to another. A child’s brain is flooded with new input as he starts a new school year. Until this new environment become familiar, he will find it difficult to focus—which is the second key step to learning.

### SECOND STEP: FINDING A WAY TO FOCUS

Interest is a key factor in a child’s ability to focus. There are individual differences in children’s learning styles and in what kinds of activities they find appealing. Some children prefer the spatial challenges of working with blocks, while others prefer the tactile stimulation of art projects. Some children can sustain their attention by having a story told to them, while others require visual images presented at the same time (seeing the pictures in a picture book as they listen to a story). This, of course, can make it difficult to find one activity that will sustain the attention of all of the children.

### THIRD STEP: ABSORBING THE EXPERIENCE

The final step in learning involves memory. Memory is, of course, a complicated process. There are different “components” to memory. As the child explores a new

game, the new information is being processed by “active-working” memory. Here, the new information is mixed in with and compared against previous memory (This is just like my game, but it has a different board and it uses a spinner.) When the child moves to another activity, some, but not all information from active-working memory goes to short-term memory. At the end of the day, the child can tell his mother about the new game at school. But if the game was taken away, and the child never saw it again, he might not remember it several months later.

Not all information from short-term memory finds its way to long-term memory. The brain stores new experience based on repetition. For example, 10 five-minute exposures to a new experience leads to more learning than one 50-minute exposure.

Finally, the more complex the sensory input from an experience, the more “solidly” it will be absorbed. In other words, an activity that allows a child to see, hear, hold, and smell leads to a rich sensory experience that helps her learn. Seeing a photo of a chick is much less powerful than seeing, hearing it chirp, stroking its back.

### WHAT YOU CAN DO: INTRODUCING NEW EXPERIENCES

When there are too many new things for a child to experience and absorb the potential for learning decreases. And, of course, the first weeks of school are loaded with new experiences. Teachers are well aware that it is very difficult to “teach” new concepts and rules in the first weeks of school. It’s important to help children settle into the routines of the day and the structures of the classroom. As you do, several children in your classroom will have a wide range of capacity to attend, focus and absorb. But when the environment is new and over-stimulating, learning efficiency goes down for all children.

Here are some things you can do to help children attend to, focus on, and absorb the new experiences you introduce:

- The brain’s system for attention is very visually biased. Moving visual stimulation, such as people entering the classroom or walking in the hall, will draw the attention of almost everyone. Children with less capacity to focus will be much more vulnerable to these visual distractions.



When you begin to identify children most vulnerable to these distractions, structure their interactions so they are less vulnerable to these things. You might partner them in activities with another child who is quiet and calm or remove too many visual distractions from their working area.

- Consider “growing” the complexity of your classroom. Minimize the number of toys, posters, and learning centers that fill the classroom environment at the start of the year. Start simply, and, as the weeks progress, add posters, learning centres, materials, and so forth. This can help children feel responsible for shaping their learning environment and give them the opportunity to absorb these new experiences gradually.
- Remember that repetition rather than duration is the major factor in learning. Six 10-minute opportunities to try something new will lead to more learning than one non-stop half hour in that activity.
- Develop some familiar and simple activities that can be used to “re-anchor” your classroom after introducing new experiences. Pick a song and make it the “class” song. Every time that song is played, invite children to sit in a circle and clap in rhythm.
- Keep in mind that children focus on and absorb new experiences when they are rested, full, and feel safe. Anything that makes children feel unsettled, hungry, or tired out will interfere with learning.
- Give the children some control over the classroom environment. Having some control of an environment makes a child feel safer more quickly. The process of adding new and/or different materials to the classroom can take place each month as you use new images, posters and materials with various seasonal or educational themes.
- Take one poster and move it to a new spot every week. See how long it takes the children to notice and comment. This can be modified by using smaller objects (such as a vase or a bookstand) and become a class game of hide and seek.
- Use children’s names frequently. One of the quickest ways for children to become familiar with each other and safe with you is to use their name. It helps the child feel special and safer and the repetitions will help the children learn each other’s names.

# CALM-DOWN TECHNIQUES TO TRY WITH CHILDREN

## BY RENEE JAIN, MAPP

Navigating childhood challenges can be stressful, and sometimes deep breathing isn’t the solution that works for the child. When the child is in need of tension relief, try one of these techniques:

**1. TRY AN INVERSION.** For centuries, Yogis have understood the calming power of bringing the head below the level of the heart, otherwise known as inversion. Whether it’s relaxing in child’s pose, bending over to touch the toes, or practicing a headstand, inverting the body has a restorative effect on the autonomic nervous system, which controls the body’s response to stress.

**2. VISUALIZE A QUIET PLACE.** Research has shown that visualization is beneficial for a range of populations to reduce stress levels. Ask the child to close their eyes and picture a calm, peaceful place. Then, gently guide them to slowly start to build up a picture of how it looks, smells, and feels to be there.

**3. DRINK WATER.** Dehydration has been linked to a reduction in mental performance. Pour the child a tall glass of cold water and have them sip it slowly. You can try this with them, and observe the calming effect this has on the own nervous system.

**4. SING OUT LOUD.** Everyone knows the sweet relief associated with rocking out to the favourite tune. But the physical act of singing out loud, even if it is off key, has been shown to release endorphins, the “feel good” chemical in the brain.

**5. DO THE “DOWNWARD FACING DOG” POSE.** Just like inversions help reset the autonomic nervous system, the yoga pose known as Downward Facing Dog in particular has the added benefit of activating several muscles in the arms, legs,

and core. This stretch helps muscles begin to burn additional blood glucose that is made available by the body’s fight or flight response.

**6. PAINT IT OUT.** Not only does painting give the brain something to focus on other than the stressor, but participating in visual arts has been linked to resilience to stress in general

**7. JUMP ROPE.** Set a timer for 2 minutes, put on some music, and challenge the child jump to the beat of the song. If the child isn’t able to jump rope, playing hop scotch is a great alternative.

**8. JUMP HIGH.** Challenge the child to a jumping contest to see who can jump highest, longest, fastest, or slowest. This is another great way to get in some exercise to help the child blow off some steam.

**9. BLOW BUBBLES.** Just like blowing on a pinwheel, blowing bubbles can help the child gain control of their breathing and thus, their mental state. Bonus: Running around popping bubbles is just as fun as blowing them.

**10. BLOW OUT A CANDLE.** Light a candle for the child to blow out. Then re-light it and move it further and further away from them, so they have to take deeper and deeper breaths to blow it out. This is a great way to practice deep breathing, while making a game out of it.

**11. WATCH FISH.** Have you ever wondered why there is always a fish tank in hospitals and medical centres? The University of Exeter in the UK did, and found that watching fish swim in an aquarium reduces blood pressure and heart rate. Better yet, the larger the fish tank, the greater the effect.

**12. COUNT BACKWARDS FROM 100.** Not only does counting give the child a chance to focus on something other than

what is bothering them, counting backwards offers an added concentration challenge without overwhelming their brain.

**13. REPEAT A MANTRA.** Create a mantra that you and the child can use to help them calm down. “I am calm” or “I am relaxed” work well, but feel free to get creative and make it something personal to you and the child.

**14. BREATHE INTO THE BELLY.** Most of us breathe incorrectly, especially when we are in a stressful situation. Have the child think about their belly like it is a balloon. Tell them to breathe in deep to fill the balloon, and breathe out to deflate it. Repeat this simple process 5 times and notice the effects.

**15. SHAKE A GLITTER JAR.** “Calm Down Jars” have been making their way around Pinterest for a while now, but the concept behind them is sound. Giving the child a focal point for 3-5 minutes that is not the stressor will allow their brain and body to reset itself. These jars can be made simply from sealed canning jars filled with colored water and glitter or with baby food jars filled with warm water and glitter glue.

**16. GO FOR A RUN.** Running has been shown to reduce stress, and can sometimes be more effective than a trip to the therapist’s office. Going for a 10 minute jog can not only affect the child’s mood immediately, its effects on their ability to cope with stress can last for several hours afterward.

**17. COUNT TO 5.** Just when it seems as though they “can’t take it anymore”, have the child close their eyes and count to five. This form of 5-second meditation offers the brain a chance to reset itself and be able to look at a situation from a different perspective. It also gives the child a chance to think before they act in a volatile situation.

**18. TALK IT OUT.** For children who are able to verbalize their feelings, talking about what is bothering them gives them a chance to let you know what is going on while processing it for themselves. The trick is to resist the urge to “fix” the problem. The child needs you to listen and ask appropriate questions, not offer unsolicited advice.

**19. WRITE A LETTER IN THE VOICE OF THE BFF.** We would never talk to our best friend in the same critical way we talk to ourselves. The same is true for our children. Tell them to be kind to themselves, and ask them what they would tell a best friend to do in their situation.

**20. CREATE A VISION BOARD.** Have the child cut out words and pictures from magazines that speak to their interests,

desires, and dreams. Then have them glue these pictures and words onto a poster board to display in their room. Not only does the process of creation allow them to think about what they want from life, displaying things they love gives them an opportunity to focus on what is really important when they are upset.

**21. GIVE OR GET A BEAR HUG.** Hugging allows the body to produce oxytocin, a naturally occurring hormone in the body necessary for immune system function. Not only does a 20 second hug reduce blood pressure, increase feelings of well-being, and reduce the harmful physical effects of stress, both you and the child will reap the benefits!

**22. WALK IN NATURE.** According to Stanford scientists, walking in nature has been proven to improve cognition and reduce stress. Even if you do not have time to spend the 50 minutes researchers did, taking a 15 minute walk in nature works can be just what the child needs.

**23. ENVISION THE BEST SELF.** This is a great way to motivate the child to work toward a goal. Have them write down where they would like to see themselves in a week, a month, or a year, with this specific goal in mind.

**24. BLOW ON A PINWHEEL.** Similar to the candle exercise, blowing on a pinwheel focuses more on controlled exhalation rather than deep inhalation. Tell the child to make the pinwheel go slow, then fast, then slow to show them how they can vary the rate at which they blow out the air in their lungs.

**25. SQUISH SOME PUTTY.** When a child plays with putty, the brain’s electrical impulses begin firing away from the areas associated with stress.

**26. WRITE IT OUT.** For older children, journaling, or writing their feelings down can have a profound effect on their mood, especially if they can do so without the fear of having it read. Give the child a notebook to keep in a safe place, and allow them to write about how they feel, assuring them you will not read it unless they ask you to.

**27. GRATITUDE, GRATITUDE, GRATITUDE.** A cousin to “write it out”, gratitude journaling has been linked to better performance in the classroom as well as a reduction of stress outside of learning environments. Having a separate notebook only for things the child is grateful for will give them the freedom to keep their journaling activities separate.

**28. NAME THE EMOTION.** Often when children become overwhelmed, it is because

they have difficulty identifying the negative thoughts they are having. Whether the child is quick to anger, panic, or obsess to ensure things are perfect, ask them to give this feeling a name, and help them talk back to it. For instance, by asking the child, “is Mr. Perfect bothering you again?” you can work together to help them challenge their perfectionism, rather than fight them over it.

**29. PUSH AGAINST A WALL.** This trick is perfect for allowing the body to get rid of stress hormones without having to go outside or even leave the room. Have the child try to push the wall over for 10 seconds, 3 times. This process allows the muscles to contract in a futile attempt to bring the wall down, then relax, releasing feel-good hormones into the body.

**30. CRINKLE TISSUE PAPER.** Babies are inherently aware of this trick as one of their favourite things to do is crinkle paper. Not only does crinkling tissue paper provide a satisfying noise, the textural changes in the child’s hand sends sensory feedback to the brain in a pathway away from those associated with stress.

**31. POP BUBBLE WRAP.** Anyone who has received a package in the mail knows the joy of popping row after row of bubble wrap. The same material can be found at most retailers and dollar stores and be cut into manageable pieces for stress-relief anywhere, anytime.

**32. ROLL A TENNIS BALL ON THE BACK.** An old physical therapy trick, rolling a tennis ball on the child’s back will give them a gentle massage when they are most in need of a calming touch. Focus on the shoulders, neck, and lower back as these are typical places where the body holds tension.

**33. ROLL A GOLF BALL UNDER THE FEET.** Rolling a golf ball under the child’s feet can not only improve circulation, but there are pressure points on the bottom of the feet that relieve stress and relax the muscles of the feet and legs. Roll over the entire sole of the child’s foot using various pressures for maximum benefit.

**34. GO TO THE CALM DOWN SPACE.** Having a designated “Calm Down Space” gives children an opportunity to retreat when they feel out of control and re-join the group when they need to. It is important to make this space comfortable so the child wants to visit it when they are in need of a self-imposed “time out”.

**35. PLAY MUSIC.** Music has a profound effect on mood, sleep, stress, and anxiety.

Use a variety of musical styles to set the tone in the home, car, or the child's room.

**36. HAVE A DANCE PARTY.** Adding a physical component to the musical enjoyment gets the kids moving and is a fun way to be active.

**37. CHANGE THE SCENERY.** How many times have we thought to ourselves, "Just walk away," when confronted by a big emotion? The child may simply need a change of scenery in order to calm down. If you are inside, head out. If you are outside, find a quiet space indoors. Either way, change the scenery and you will likely change the mood.

**38. GO FOR A WALK.** There's a real reason people go for walks to clear their heads. Not only is the fresh air and exercise restorative, but the natural rhythm walking creates a self-soothing quality. Take the child on a walk, and they may even open up to the about what is on their mind.

**39. PLAN A FUN ACTIVITY.** When you are in an anxious moment, it can seem as though the walls are closing in and the world will come to an end. Some children need to focus on what is ahead of them in order to reset their internal dialog. Plan something fun to do, and let the child have a say in it. Any topic that will get them focused on a future something to look forward to can be helpful.

**40. KNEAD THE BREAD.** (or maybe play dough) Grandmothers around the world will tell you that the process of bread making is a tremendous stress relief. Simple recipes are abundant online that allow the child to get their hands dirty turning and pushing dough. The best part is that at the end, you have homemade bread to show for it!

**41. MAKE A BRACELET.** Crafting in general can facilitate a state of "flow" or a state characterized by complete absorption in an activity. The same concept can be extended to knitting, crochet, folding laundry, or any activity where the child forgets their external surroundings.

**42. TAKE A COLOURING BREAK.** It's not without good reason that restaurants give children colouring; it gives them something to focus on, and can be a great mindfulness activity that reduces anxiety.

*Get more calm-down techniques and anxiety relief techniques by joining our newsletter at [www.gozen.com](http://www.gozen.com)*

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# Six Core Strengths for Healthy Child Development

## Bruce Perry

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The origins of this series, Six Core Strengths for Healthy Child Development, came from the work of the ChildTrauma Academy in the area of violence in childhood. The focus of this Series, however, is not violence; the focus is health.

If a child develops the capacity to be humane, his likelihood for committing violence decreases and his likelihood to be resilient following exposure to violence increases. This series is about the development of six of core strengths that can help promote health and decrease risk for a host of emotional, social, behavioural and cognitive problems. The result of our efforts to address violence from a health promotion perspective is that we found that this perspective was useful to parents, caregivers and educators working to promote healthy development.

This series, then, has become focused on ways to facilitate healthy development that is relevant for all children, not just high risk children impacted by violence, abuse or other forms of adverse life experience.

Each of the core strengths--attachment, self-regulation, affiliation, awareness, tolerance, and respect--is a building block in a child's development. Together, they provide a strong foundation for his or her future health, happiness, and productivity. Following is a brief description of each strength and how to look for signs of struggle. We will follow up over then next year with a more in-depth focus on each core strength and strategies to support children to strengthen these areas of their development.

### **ATTACHMENT: Making relationships**

What it is: The capacity to form and maintain healthy emotional bonds with another person. It is first acquired in infancy, as a child interacts with a loving, responsive and attentive caregiver.

Why it's important: This core strength is the cornerstone of all the others. An infant's

interactions with the primary caregiver create his or her first relationship. Healthy attachments allow a child to love, to become a good friend, and to have a positive model for future relationships. As a child grows, other consistent and nurturing adults such as teachers, family friends, and relatives will shape his or her ability for attachment. The attached child will be a better friend, student, and classmate, which promotes all kinds of learning.

Signs of struggle: A child who has difficulty with this strength has a hard time making friends and trusting adults. She may show little empathy for others and may act in what seems to be remorseless ways. With few friends and disconnected from his peers, he is also at greater risk when exposed to violence. Children unable to attach lack the emotional anchors needed to buffer the violence they see. They may self-isolate, act out, reject a peer's friendly overture because they distrust it, or socially withdraw.

### **SELF-REGULATION: Containing impulses**

What it is: The ability to notice and control primary urges such as hunger and sleep, as well as feelings such as frustration, anger, and fear. Developing and maintaining this strength is a lifelong process. Its roots begin with external regulation from a caring parent, and its healthy growth depends on a child's experience and the maturation of the brain.

Why it's important: Putting a moment between an impulse and an action is an essential skill. Acquiring this strength helps a child physiologically and emotionally. But it's a strength that must be learned--we are not born with it.

Signs of struggle: When a child doesn't develop the capacity to self-regulate, she will have problems sustaining friendships, and in learning and controlling her behaviour. He may blurt out a thoughtless and hurtful



remark, express hurt or anger with a shove or by knocking down another child's work. Just seeing a violent act may set her off or deeply upset her. Children who struggle with self-regulation are more reactive, immature, impressionable, and more easily overwhelmed by threats and violence.

## **AFFILIATION:**

### **Being part of a group**

**What it is:** The capacity to join others and contribute to a group. This strength springs from our ability to form attachments. Affiliation is the glue for healthy human functioning: it allows us to form and maintain relationships with others to create something stronger, more adaptive, and more creative than the individual.

**Why it's important:** Human beings are social creatures. We are biologically designed to live, play, grow, and work in groups. A family is a child's first and most important group, glued together by the strong emotional bonds of attachment. In other groups, such as those in school, children will have thousands of brief emotional, social, and cognitive experiences that can help shape their development. It is in these groups that children make their first friendships. Affiliation helps children feel included, connected and valued.

**Signs of struggle:** A child who is afraid or otherwise unable to affiliate may suffer a self-fulfilling prophecy: she is likelier to be excluded and may feel socially isolated. Healthy development of the core strengths of attachment and self-regulation make affiliation much easier. But a distant, disengaged, or impulsive child--one who is also weak in these other core strengths--won't be easily welcomed in a group. And in fact, if he is part of a group, he may act in ways that lead others to tease or actively avoid him. The excluded, marginalized child can take this pain and turn it on herself, becoming sad or self-loathing. Or she can direct the pain outward, becoming aggressive and even violent. Later in life, without intervention, these children are more likely to seek out other marginalized children and affiliate with them. Unfortunately, the glue that holds these groups together can be beliefs and values that are self-destructive or hateful to those who have excluded them.

## **ATTUNEMENT:**

### **Being aware of others**

**What it is:** Recognizing the needs, interests,

strengths, and values of others. Infants begin life self-absorbed, and slowly develop awareness--the ability to see beyond themselves, and to sense and categorize the other people in their world. At first this process is simplistic: "I am a boy and she is a girl. Her skin is brown and mine is white." As a child grows, his awareness of differences and similarities becomes more complex.

**Why it's important:** The ability to be attuned, to read and respond to the needs of others, is an essential element of human communication. An aware child learns about the needs and complexities of others by watching, listening, and forming relationships with a variety of children. She becomes part of a group (which the core strength of affiliation allows her to do), and sees ways in which we are all alike and different. With experience, a child can learn to reject "labels" used to categorize people such as skin colour or language. The aware child will also be much less likely to exclude others from a group, less likely to tease, and less likely to act in a violent way.

**Signs of struggle:** A child who lacks the ability to be aware of others' needs and values is at risk for developing prejudicial attitudes. Having formed ideas about others without knowing them, she may continue to make categorical, often destructive and stereotypical judgments: "She speaks English with an accent, so she must be stupid," or "He's fat, so he must be lazy." This immature kind of thinking feeds the hateful beliefs underlying many forms of verbal and physical violence.

## **TOLERANCE:**

### **Accept Differences**

**What it is:** The capacity to understand and accept how others are different from you. This core strength builds upon another, awareness: once aware, how do you respond to the differences you observe?

**Why it's important:** It's natural and human to be afraid of the new and the different. To become tolerant, a child must first face the fear of difference. This can be a challenge because children tend to affiliate based on similarities--in age, interests, families, or cultures. But they also learn to reach out and be more sensitive to others by watching how the adults in their lives relate. With active modelling, you can build on your students' tolerance. When a child learns to accept

difference in others, he is able to value what makes each of us special and unique.

**Signs of struggle:** An intolerant child is likelier to lash out at others, tease, bully, and if capable, will act out their intolerance in violent ways. Children who struggle with this strength help create an atmosphere of exclusion and intimidation for those people and groups they fear. This atmosphere promotes and facilitates violence.

## **RESPECT:**

### **Finding value in differences**

**What it is:** Appreciating the worth in yourself and in others. Respect grows from the foundation of the other five strengths. An aware, tolerant child with good affiliation, attachment, and self-regulation strengths acquires respect naturally. The development of respect is a lifelong process, yet its roots are in childhood.

**Why it's important:** Your students will belong to many groups, meet many kinds of people, and will need to be able to listen, negotiate, compromise, and cooperate. Having respect enables a child to accept others and to see the value in diversity. She can see that every group needs many styles and many strengths to succeed. He will value each person in the group for the talents he or she brings to the group. When children respect--and even celebrate--diversity in others, they find the world to be a more interesting, complex, and safer place. Just as understanding replaces ignorance, respect replaces fear.

**Signs of struggle:** A child who can't respect others is incapable of self-respect. She will be quick to find fault with others, but can also be her own harshest critic. Too often the trait a child ridicules in others reflects something similar he hates in himself. The core of all violence is a lack of respect, for oneself and for others. When children feel no respect, they will likely become violent--because they value nothing. These core strengths provide a child with the framework for a life rich in family, friends, and personal growth. Helping to teach children these core strengths gives them a gift they will use throughout their lifetimes. They will learn to live and prosper together with people of all kinds--all bringing different strengths to create a greater whole.



# TEACHING PROBLEM-SOLVING

BY JENNY HALE

**POOR BEHAVIOUR IS OFTEN A SYMPTOM OF SOME TURMOIL IN A CHILD'S LIFE. WHAT SURPRISES MANY PARENTS IS THAT LISTENING EMPATHETICALLY CAN OFTEN BE MORE EFFECTIVE IN REDUCING A CHILD'S STRESS THAN TRYING TO 'FIX' THINGS.**

Recently, Rachel, a mother of a five year old, told me she felt she had made a big step forward with her daughter after a recent coaching session with me. Previously, most mornings ended up in shouting matches as her daughter dragged her heels and took enormous amounts of time to put her socks on and find her school bag and get her lunch into her bag. She was never ready on time. Mandy, the five year old, consistently moaned about school – her constant complaint was, “I don’t want to go to school, Mum. I don’t feel well.” Rachel used all the standard lines. “You’ll be fine once you get there”, “You always end up having a good time”, and she usually ended up shouting something like, “For goodness sake! Can’t you just get ready on time for once!” They were not making a bit of difference. Mandy repeated her moaning, unhappy cycle every day. It had become a ‘dance’ – every morning there was a similar pattern of reactions and frustrations. Rachel was more than ready for a change and welcomed my suggestions

to try a few new ‘dance steps’ and see what happens.

There is so much to be learned from mistakes and ‘less-than-perfect’ behaviour. I advised her to not worry when Mandy shared her reluctance to go to school. Instead, pause and give her some time. (This is hard when you are trying to get out of the door!) Get down to her level, look at her and say something along the lines of, “You sound a bit sad about going to school. Is this a good time for a cuddle?” The hard part was to try not to add any advice or solutions. Rachel did this and, almost immediately, Mandy responded to the change in style. She stopped her moaning, took Mum up on her offer for a cuddle and then, almost magically, got herself ready for school. Mandy got to talk about being sad about going to school and wishing that she could stay at home. She felt chuffed that she had expressed herself and that her Mum had taken some time to understand!

Rachel had not changed anything in the situation. She had not promised a reward, given any solutions or even growled. The morning routine continued and there were two people who were quite happy with the outcome. Parents genuinely want the best for their children. They really want them to be successful, confident and happy. I would never argue with that desire, but I might have different ideas about the best ways to achieve those goals. We can protect and provide for our kids while they are little – as they move more and more out from under our wings, much of their success and happiness will depend on two very important things – their skill at solving their own problems, and their confidence to do that solving.

As parents, we should help them develop their strength and confidence in problem-solving and not just continually reinforce the idea that they need us to sort everything for them. Children love to be given the belief that we think they are capable of solving some of their own problems. It makes them feel important and respected. Children also want to know that we are not afraid of their problems. When they see us frantically trying to rescue them from a challenge, they work out that problems are something to be avoided or worried about or even handed over to somebody else more capable.

Imagine a scenario where your child can't find anyone to play with during lunchtime at school. The temptation for many of us is to use one of the following strategies, all of which undermine a child's problem-solving confidence –

- Too many suggestions – “Why don't you just play on your own, or go to the library, or start a game kids will want to join, or ask the teacher to find you someone to play with?”
- Insinuate that you think they are at fault – “Are you sure you are being friendly so that the other children will want to play with you?” “Well, you have not got a friend because you are just not trying hard enough.” “It's not that difficult to find a playmate so just keep looking.”
- Dismiss their ideas – “Forget that, I've got a much better idea.”
- Not take the problem seriously – “When I was your age I didn't always have a friend either. It's not the end of the world, you know.”
- Make the problem seem too big – “If you can't make friends at this stage, what on earth will you be like when you are at intermediate school?”

Sometimes we don't hear their problem at all but, instead, react against the emotions our children are expressing, especially as children often express their anxiety and frustration in unpleasant ways. We need to hear what a child is saying underneath their tears or tantrum. Maybe, behind their tirade about hating school and everyone being mean to them, is a feeling they can't put into words yet, something like, “I don't know what to do when I get to school. I feel lost and alone.” It is so easy to see the bad behaviour and miss the depth of feeling underneath it. When you address the feeling, you are so much more likely to connect to your child. When you are connected, you can coach your child to solve their problems much more successfully. Nod and wait. Be prepared to be patient and just sit with them. It is tempting to fill the space with words of advice because parents are wired to be helpful. Instead, use the time to acknowledge their feelings so that they know at least one person in the world knows what they are going through.

Children, like adults, have a deep need for someone else to ‘get them’ and to really understand what they are feeling. When someone else takes the time and effort to see past the words – and hear what the heart is

saying – then they feel loved. It's that simple, but still rather difficult to do. A great ‘flow on’ effect from listening to what your children are saying and encouraging them to solve their problems is that it opens communication up. Your children feel safe about sharing opinions because they know that you will honour their thoughts and there won't be a need to defend or justify themselves. The likelihood is they will share more and more. There will be times when they struggle with a problem that you can see a solution to. Build a bridge to your advice but don't force it upon them. This could sound something like, “Samuel, I have some ideas on what you could do at lunchtime. If you are interested, I would be happy to share them with you. I will just be doing some work in the garden – if you want to hear them, come and ask me.” Children love to be given the belief that we think they are capable of solving some of their own problems.

Sometimes your child will have a very good idea but the timing is not practical – maybe they want to invite someone around to play at your place today so they will get on better with them at school. It's a great idea, but maybe today is going to be too soon. You let them know that it is a good idea but won't work on this occasion and then ask them to do some more problem-solving to make it work. Maybe they will say, “I could ring him and he could come tomorrow.” In this way you are letting your child know that ‘No’ doesn't mean ‘Never’ – it might just mean, “The idea is good, but there is still a problem. Can you find a way around this problem?” Try a few of these and see how your child responds.

One thing that will make every part of this process easier is learning the art of communication – listening and responding well is always an ongoing challenge. The rewards are worth it. It is great to have children who are happy to talk and children who feel empowered to work things out as well. A technique that will get children wanting to talk more is asking them great questions, questions that don't have a right or wrong answer. Most children love a chance to imagine, dream or share their thoughts. You can start the ball rolling around the dinner table or when you are in the car. You can buy ‘conversation starter’ books or cards, but you can make up your own and I've put a few below to get you started. You may be surprised at how much your children love

this opportunity (even if they groan when you bring out the questions). Just remember that this is not a time to query, refute or argue with them – just a chance to listen to.

Children also develop muscle for handling life's challenges when you give them an opportunity to ‘revisit’ a situation after it has happened. There is so much to be learned from mistakes and ‘less-than-perfect’ behaviour. See it as a ‘teachable moment’ and get kids to plan what they would do next time. Imagine your family has been playing a board game together and one of your children finds herself losing the game. She panics as she sees her chances of winning slipping away. She impulsively tips over the board and storms off shouting that she never wins anything. How do you handle this? Some parents would growl, and others would just let the unpleasant moment slip by without too much comment. But there is an opportunity presenting itself – the child needs a plan in place for when she gets upset about losing. Start by asking her what she plans to do next time she is invited to join the family for a board game. Help her work out a plan for how to handle her big feelings of disappointment or panic when losing looks likely. Be firm and kind because she will need to know you expect a better result. She will appreciate having a plan and the chance to prove herself capable in tense situations. their thoughts.

- If you could go anywhere in the world, where would it be? Why there?
- What do you most enjoy doing with the family?
- Other than playtime and lunchtime, what did you most enjoy at school today? Why?
- How do you decide who your friends will be?
- Which day is usually your best day each week?
- If you could be a cartoon character, which one would you want to be?
- What is your favourite time of the day?
- If you had to be an animal, which one would you choose to be?
- What is something you find easy to do and something you find hard to do?
- If you could be the teacher for the day, what would you let your students do?
- If a rich person gave you a million dollars, what would you do with it?

<http://www.theparentingplace.com/contributor/jennyhale/>



# THE REAL REASON CHILDREN LOVE FANTASY

KIDS AREN'T ESCAPISTS, THEY'RE LITTLE SCIENTISTS.

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BY ALISON GOPNIK

This Christmas innumerable children will be immersed in worlds of noble lions and seductive witches, wizard academies and broomstick sports, and, of course, stout old gentlemen in red suits driving flying reindeer. And these are only the official, public imaginary worlds of childhood. Even more children will be immersed in private imaginary worlds. Three-year-olds will spend all day in the company of tigers and princesses and superheroes. Older children will invent “paracosms,” entire fictional universes with their own politics, economics, and sociology. The fantastic world of children’s books and films is only the tip of the iceberg of children’s imaginary lives.



Adult thinking about children tends always to the grimly instrumental. So, discussions of children’s fantasy lives, like discussions of children’s lives in general, centre on whether a particular fantasy, or fantasy in general, is good or bad for children. But there is a deeper and more interesting question to ask. Why are children and fantasy linked at all? Why does the marvellous, the wonderful, the fantastic seem to be the natural territory of childhood? And why do children spontaneously choose the unreal over the real?

Some explanations that might once have seemed plausible, and that are still current in the popular imagination, turn out to be just wrong scientifically. There is no evidence that fantasy is therapeutic or that children use fantastic literature to “work out their problems” or as “an escape.” Children’s lives can be tough, certainly, but relatively speaking they are considerably less tough, more protected, more interesting, even, than adult lives. Happy, healthy children are, if anything, more likely to be immersed in a world of fantastic daydreams, public or private, than unhappy or troubled children.

Earlier psychologists, from Freud to Piaget,

also suggested that children might be unable to discriminate between reality and fantasy, truth and imagination. It’s not so much that children embraced fantasy as that they were unable to recognize reality. But 20 years of empirical research have shown that this also is simply not true. Even the very youngest children already are perfectly able to discriminate between the imaginary and the real, whether in books or movies or in their own pretend play. Children with the most elaborate and beloved imaginary friends will gently remind overenthusiastic adults that these companions are, after all, just pretend. In fact, cognitive science suggests that children may love fantasy not because they can’t appreciate the truth or because their lives are difficult, but for precisely the opposite reason. Children may have such an affinity for the imaginary just because they are so single-mindedly devoted to finding the truth, and because their lives are protected in order to allow them to do so.

From an evolutionary perspective children are, literally, designed to learn. Childhood is a special period of protected immaturity. It gives the young breathing time to master the things they will need to know in order

to survive as adults. Humans have a longer period of sheltered immaturity, a longer childhood, than any other species. What we call play—in wolves or lions or pre-schoolers—allows the young to learn in this protected, safe way. A baby wolf can play at chasing and biting other pups and so learn about chasing and biting, without the risks of real chasing and biting.

Wolf pups and lion cubs use play to learn about hunting and affiliation and dominance. So do human children, of course—watch the chasing and biting in any schoolyard. But human children also learn in a distinctively human way. Human beings, unlike other animals, develop everyday theories of the world around them. Two decades of research have shown that children construct and revise an everyday physics and biology and, above all, an everyday psychology. These everyday theories are much like the formal, explicit theories of science. Theorizing lets children understand the world and other people more accurately.

At first, you might think that the idea that children are intuitive scientists would be completely at odds with the childhood



# HOW I GOT MY CHILDREN TO LISTEN WITHOUT EVER SAYING A WORD

I know you just read the title and instantly doubt my sanity. “How I got my children to listen without ever saying a word” is quite the claim to make. Hear me out. Like most moms, I’ve struggled with my children & their selective listening. It never ceases to amaze me how they can hear the whisper of the word ‘ice cream’ from half a mile away, but I have to repeat “brush your teeth” fourteen times in my loudest voice while standing right next to them before they ever reach for a toothbrush. After endless hours of research & trying every strategy I have come across, I’ve come to a conclusion; there is no simple solution, no one perfect method for getting children to listen. A child’s ability & desire to listen is dependent on so many factors: age, emotional state, physical state, how engaged he is in his current activity, time of the day, etc. So, as parents, we need to be flexible & willing to try different techniques to reach their little ears.

There are times whispering works, other times physical touch while talking is just what my kids need. Sometimes a firm voice or a warning really motivates, but my favourite new trick involves using no words at all. So do you want to know how I got my children to listen without ever saying a word? Instead of speaking my requests, I’ve taken to using gestures. And I have been amazed by my boy’s positive response. I have concluded that this silent method is effective based on four reasons:

1. It’s new – like I said, it’s good to switch things up. Sometimes a little change is all they really need.
2. It’s like we have our own secret code. Little boys love the idea of anything mysterious & covert; it makes them feel like an undercover spy trying to distinguish the meaning of my nonverbal message. My oldest loves it, he claims our little signs make him bilingual in English & sign language.
3. Once they’ve physically laid eyes on you they can’t deny seeing your instructions (they can’t use that oh-so-common excuse, “I didn’t hear you.”).
4. They feel involved. Some signs were easy to come up with & more-or-less universal. Others took teamwork to create & identify. I let the boys come up with their own agreed upon signs for common requests at our house.
7. Homework time: Again, I hold one hand palm up like a table & I use the other hand to make a writing motion
8. Clean up time: I cup one hand palm up & use the other hand to mimic picking up things & dropping them in the first hand.
9. Get out the door/it’s time to leave: I literally shoo them with both hands toward the door.
10. Chill/relax: I make a wave motion with my hand
11. We also have a few special signs of love & encouragement. These signs mean “I love you,” “Your doing a good job,” & “You can do it.” They are secret little motions I sign to the kids & they sign back when we are in busy places or far apart. It’s a sweet way to put some drops in our love buckets without anyone knowing.

#### Some signs we’ve come to utilize in our home are:

1. Time’s up: I point to my wrist (like a watch)
2. Stop: I hold my hand up
3. Quiet/inside voice: fingers to my lips in a hush motion
4. Bedtime: I put my palms together & put them next to my head
5. 3-minutes/your time is almost up: I hold up three fingers
6. Chore time: I hold one hand palm up (like a table) & use the other hand to make a scrubbing motion

I have noticed that since I began using physical gestures rather than words, my children watch me more. They are learning to utilize all their senses more. And they are a little more attentive. You can incorporate some of our family signs or come up with signals to meet your own parenting needs. Give it a try and soon you will get your children to listen without ever saying a word. The options are literally endless.

<http://howdoesshe.com/how-i-got-my-children-to-listen-without-ever-saying-a-word-2/>

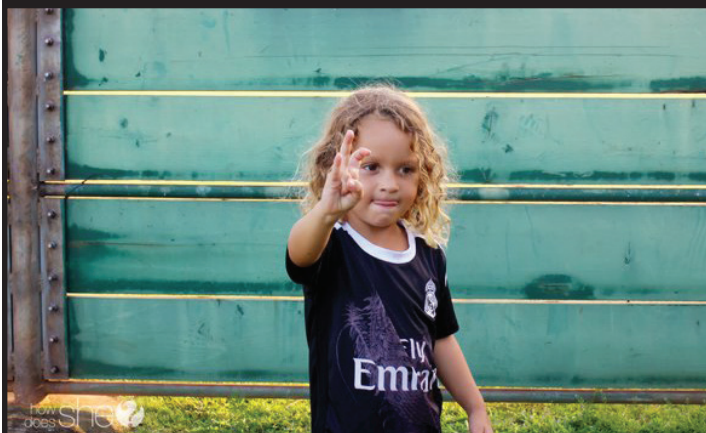




TIME'S UP: I POINT TO MY WRIST (LIKE A WATCH)



QUIET/INSIDE VOICE: FINGERS TO MY LIPS IN A HUSH MOTION



3-MINUTES/YOUR TIME IS ALMOST UP: I HOLD UP THREE FINGERS



CHILL/RELAX: I MAKE A WAVE MOTION WITH MY HAND



STOP: I HOLD MY HAND UP



BEDTIME: I PUT MY PALMS TOGETHER & PUT THEM NEXT TO MY HEAD



CHORE TIME: I HOLD ONE HAND PALM UP (LIKE A TABLE) & USE THE OTHER HAND TO MAKE A SCRUBBING MOTION



WE ALSO HAVE A FEW SPECIAL SIGNS OF LOVE & ENCOURAGEMENT. THESE SIGNS MEAN "I LOVE YOU," "YOUR DOING A GOOD JOB," & "YOU CAN DO IT."



# OSCAR NETWORK TRAINING AND EVENT CALENDAR TERM 1 2017

EVENT/TRAINING	DATE	TIME & PLACE	COST (GST INCLUDED)
Child Development "I'm only 5"	Wednesday 15 February	10:30am – 12 noon St Marks Cnr Vincent Place & Opawa Rd	\$50 members \$100 non-members
Child Protection	Tuesday 21 February	10:30am – 12 noon St Marks Cnr Vincent Place & Opawa Rd	\$50 members
Full & Refresher First Aid MediTrain MSDCYF approved	Saturday 25 February	Full: 8:30am – 4.30pm Refresher 8.30am – 12.30pm St Columbus Parish Centre 452 Main South Rd, Hornby	Full: \$175 Refresher: \$98
Networking Meeting	Wednesday 8 March	10:30am – 12 noon BOSCO Beckenham School 71 Sandwich Road, Beckenham	Free
Child Development "Ages & Stages"	Wednesday 15 March	6:30pm – 8:30pm OSCAR Network 25 Disraeli St, Addington	\$50 members \$100 non-members
Health & Safety	Wednesday 22 March	6:30pm – 8:30pm OSCAR Network 25 Disraeli St, Addington	\$50 members \$100 non-members
Otago Training Child Protection	Tuesday 28 March	6pm – 8pm Alhambra Oaks 588 Great King St, Dunedin	\$50 members \$100 non-members
Otago Training Child Development "Ages & Stages"	Wednesday 29 March	10:30am – 12 noon Alhambra Oaks 588 Great King St, Dunedin	\$50 members \$100 non-members
Otago Training Health & Safety	Wednesday 29 March	6pm – 8:30pm Alhambra Oaks 588 Great King St, Dunedin	\$50 members \$100 non-members
Gore Training Health & Safety	Thursday 30 March	10:30am – 1pm To be advised	\$50 members \$100 non-members

FOR TRAINING UPDATES CHECK OUT [WWW.OSCARNETWORK.ORG.NZ/TRAININEVENTS.HTML](http://WWW.OSCARNETWORK.ORG.NZ/TRAININEVENTS.HTML)

