Module 3

Lesson 1

Basics of Child Development/Types of Thinking

8 things to know about Child Development

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Listen and Communicate with the knowledge of 3 Standout Stages

Egocentric Thinking

Magical Thinking

Concrete Thinking

Let’s do a little exercise…

Make a list of the top 10 moments that push you back from your child(emotionally).

Then use what you know about Egocentric, Magical and Concrete thinking to label those moments with an E, M, or C as one of the variables that is creating the struggle.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Here’s your cheat sheet.

**Egocentric (E)** – tendency for a child to see everything that happens only as it relates to him or herself.

-Can feel selfish or narcissistic

-Can’t understand your point of view

-Can also cause child to feel responsible if something bad happens

**Magical Thinking (M)** – Child believes that what he or she wishes or expects can really make things happen or an action they take will influence the world around them.

-Difficulty taking a No without a tantrum.

-Genuinely surprised (mad) when things they want to happen don’t

-My Mom or Dad are coming back for me. Or can they live here.

-Make bird wings and fly back to Bio Parents

**Concrete Thinking** – Child is most concerned with things that are “real” rather than ideas.

-Mostly sensory based

-Can only consider one part of a situation

-Only one perspective at a time

-Don’t fully get how things are connected

L2 Self-Regulation & External Regulator

Some ways the lack of Self-Regulation can look on your child. Put a check by the choices below you see in your child and add on some others you wonder about. Bring your questions to the Q&A.

Behavior looks purposeful

Manipulative

Mean

Spoiled

Tantrums

Aggression

Distracted

Not listening

Anxiety

Fear

Crying

Pouty

Talking loud and/or fast

Slamming things or body

Eating fast or really messy

Talking back

Having the last word

Hitting

Kicking

Breaking things

Others:

Lesson 3 Expectations

List 3 Expectations you had in regards to being a Parent to your child when you decided to be their parent in whatever form. (Each Parent should do this in regards to each child) These are not right or wrong just where you were at. i.e. What you thought your relationship would be like, what you’d do together, what you’d share with your child, how you’d feel as a person and a parent, etc..

1.

2.

3.

Now knowing what you know at this point (and we’re going to visit this again later on the path) take a look at how you will need to tweak those expectations. Can your child be successful in the scenario of your expectations…if yes what do you need to put in place to help them and if no how can you tweak your expectations. Take some time and give this some thought. And know that it’s NOT about lowering your expectations…it’s about being able to meet your child where they are at so you can both feel successful in regards to those expectations. So your expectations can be realized.

1.

2.

3.

Lesson 4 Triggers

Put on your detective hat and let’s track those tantrums to find the source trigger…

Use this tool to look for patterns:

1. Describe behavior – tantrum, crying, physical how, words or not, etc

2. Time of day (exact time if possible)

3. Before or after a meal

4. Write a description of the past 12 hours…include the following:

Sleep-how much, where, how was transition to and from sleeping, nightmares,

Other people have a rough time, daylight savings, normal blanket in the

wash, questions, etc

Meals-how much, what ate, where, conversation at meal time, any changes,

corrections, questions, thankfuls, etc

Comfort- too hot, too cold, scratchy, tight, soft, cozy, has attachment item,

Bathrooming – any changes, feeling okay, using it alot, holding alot

School – changes, transitions, substitute teacher, new class, new bus driver or

para, desk placement changed, lunch changed, relationships/friendship

change, how is recess going, Para out sick?

Weather- changes or extremes

Senses – what has your child seen, heard, tasted, touched, felt in the last 12 hours.

New or Different People – Babysitter or Daycare sick?, different pick up person,

new person at church or school

People - Parent or siblings not feeling well, visitors, someone out of town that is

usually there, others coming or leaving, phone calls, visits, people at

church in conversations & expectations, or school, celebration or holiday

Change in your home – new paint, change furniture around, new pet, new routine

Now go back to Module 2…anniversaries, other cultural timing/events/season

NOW REPEAT after every hard behavior or melt down for a week….

A pattern will come to light…now we know the trigger and we can help our child be more successful by changing things and meeting needs around that trigger.

L 5 Transitions

Here’s your challenge for this lesson…I mean really…you should absolutely try it. Just take one day or one afternoon or even one hour would work and take note of every transition. Every time you switch gears. Every time you start a new task, idea, movement. Every time you change your clothes, eat, rest. Every time you move from room to room or go in the car. And every new choice, plan and thought you have in the car. Every time you make a plan to get to the end and then begin. Every time you have a new conversation. Just make a tick, mark it doesn’t have to be detailed.

It. Is. Amazing. Just the sheer number is crazy.

Really…I hope you try it. Keep track here….

Now consider doing all of that with road blocks we can’t even imagine in the way.

Not being able to think quickly, not understanding words or looks, not being able to express your needs wants or desires. Not getting how you have anything to say about or control over in regards to your time. Constantly worrying about what is going to go wrong next, if you will have any help, if you will be safe. Wondering if you are doing it all wrong. Not being able to stay on task to get things done. Being afraid. And so much more.

Every day becomes such a set up.

\*\*\*\*One of the simplest ways to help your child be successful is to keep Transitions to a minimum. We’ll talk about more strategies soon!

Lesson 6 Deficit Or Defiance

Using Module 1-3 make a list of the Deficits you now understand your child struggles with.