

Understanding Yourself So You Can Better Understand Others



Join Us for a Reflective
Experience

Thursday, May 18,
2023
2:00– 3:30

Why...Why have I chosen my profession?
Why do I do what I do?
Why do I only see what I see?
Why do I feel what I feel?

What Changes have you seen through
COVID?
and
And what changes are you seeing post
COVID?

“The Child”



HOPE



Hope is the result
of being love and
cared for...do you
feel cared for?

We Know:

- All behavior has meaning
- What happens early in life lasts a lifetime
- Critical and rapid brain development occurs by age 5

Therefore, We Believe:

- We can impact a generation of children in 5 years
- If we want to change society, we must change the way young children are taught

Helping Social Service Professionals with Goodness of Fit

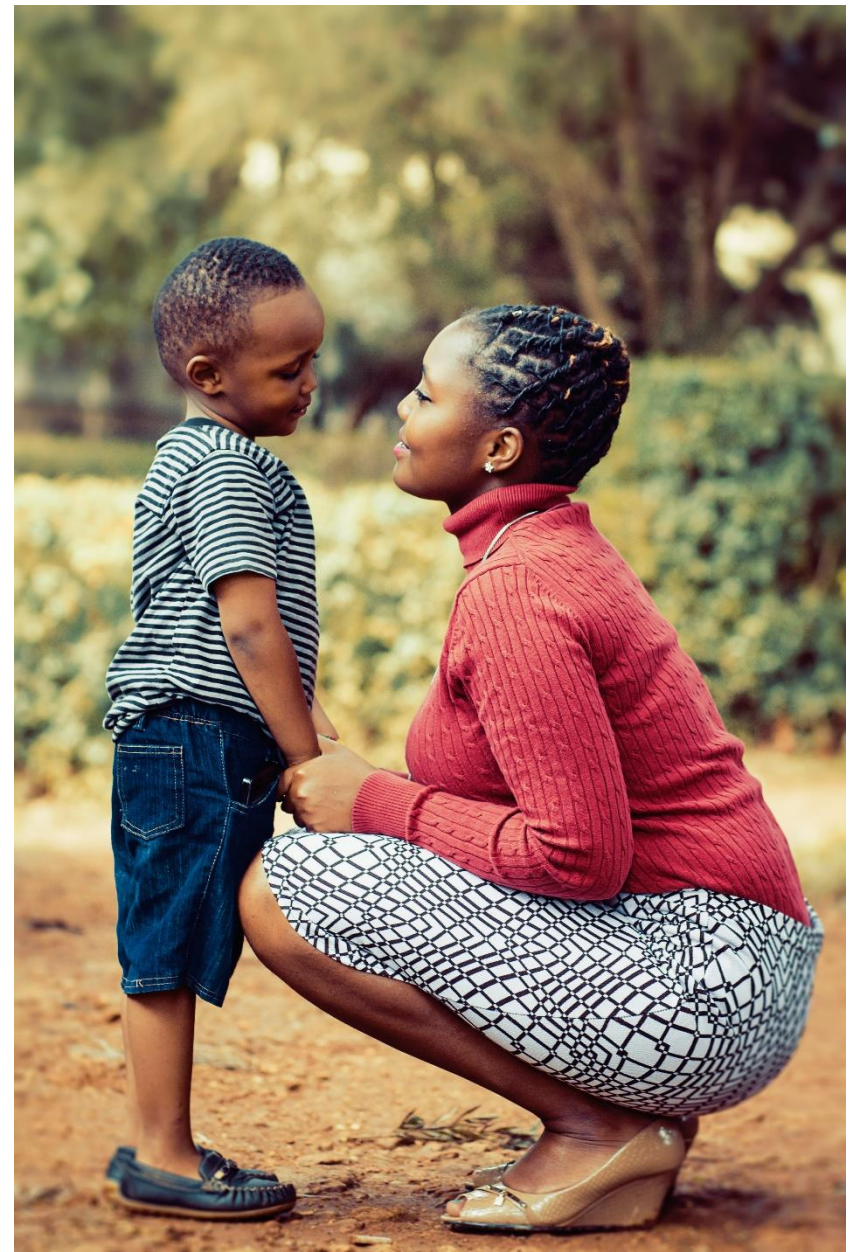
What is your PURPOSE?
What is your WHY?

*Take time to PAUSE, REVISIT, REFLECT and
REFUEL*

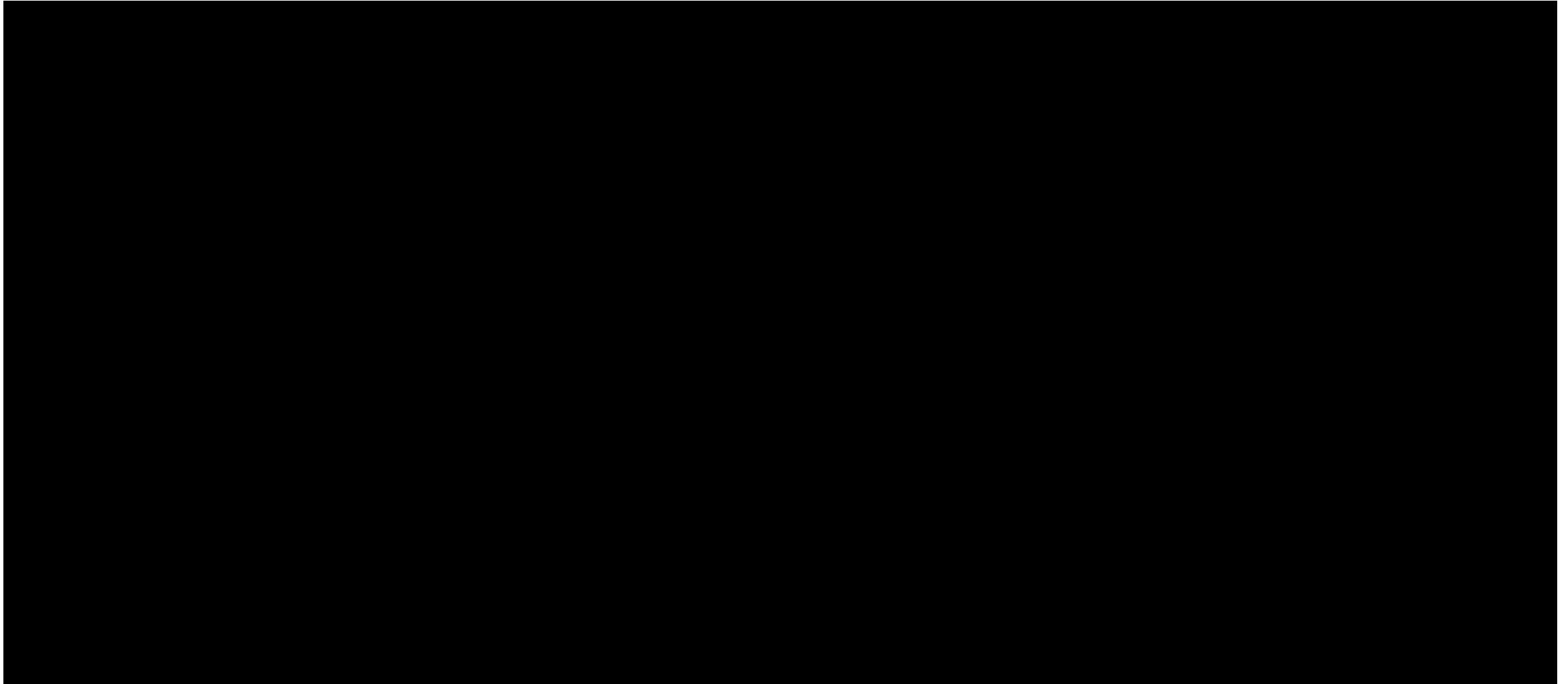
RELECTIVE QUESTION

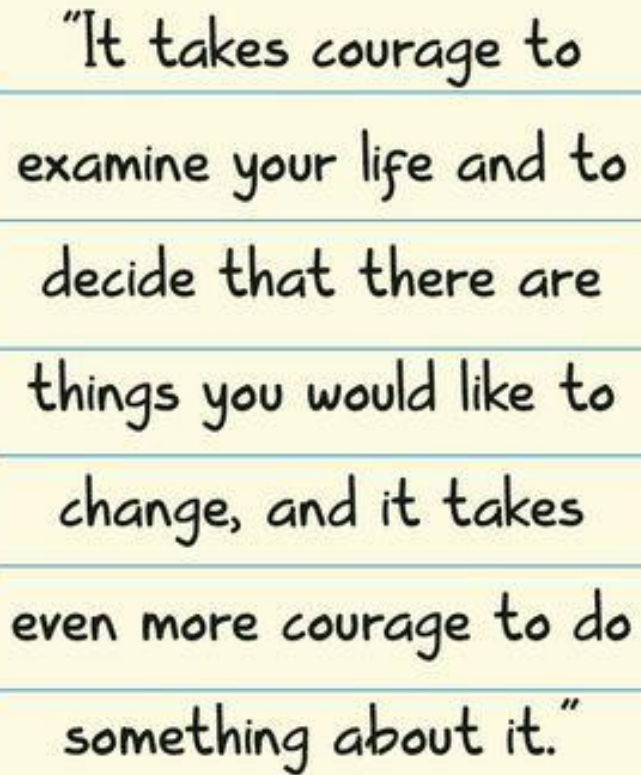
What do children, families and teachers
need going forward?

How do I know if I have what is necessary
to provide what children, families and
teachers need going forward?



Michael Jr – Know your WHY?





"It takes courage to
examine your life and to
decide that there are
things you would like to
change, and it takes
even more courage to do
something about it."

- Sue Hadfield

WHY...

WHY do I do what I do?

Why do I only see what I see?

Why do I feel what I feel?

Understanding your WHY, truly inspires the
WHAT and HOW.

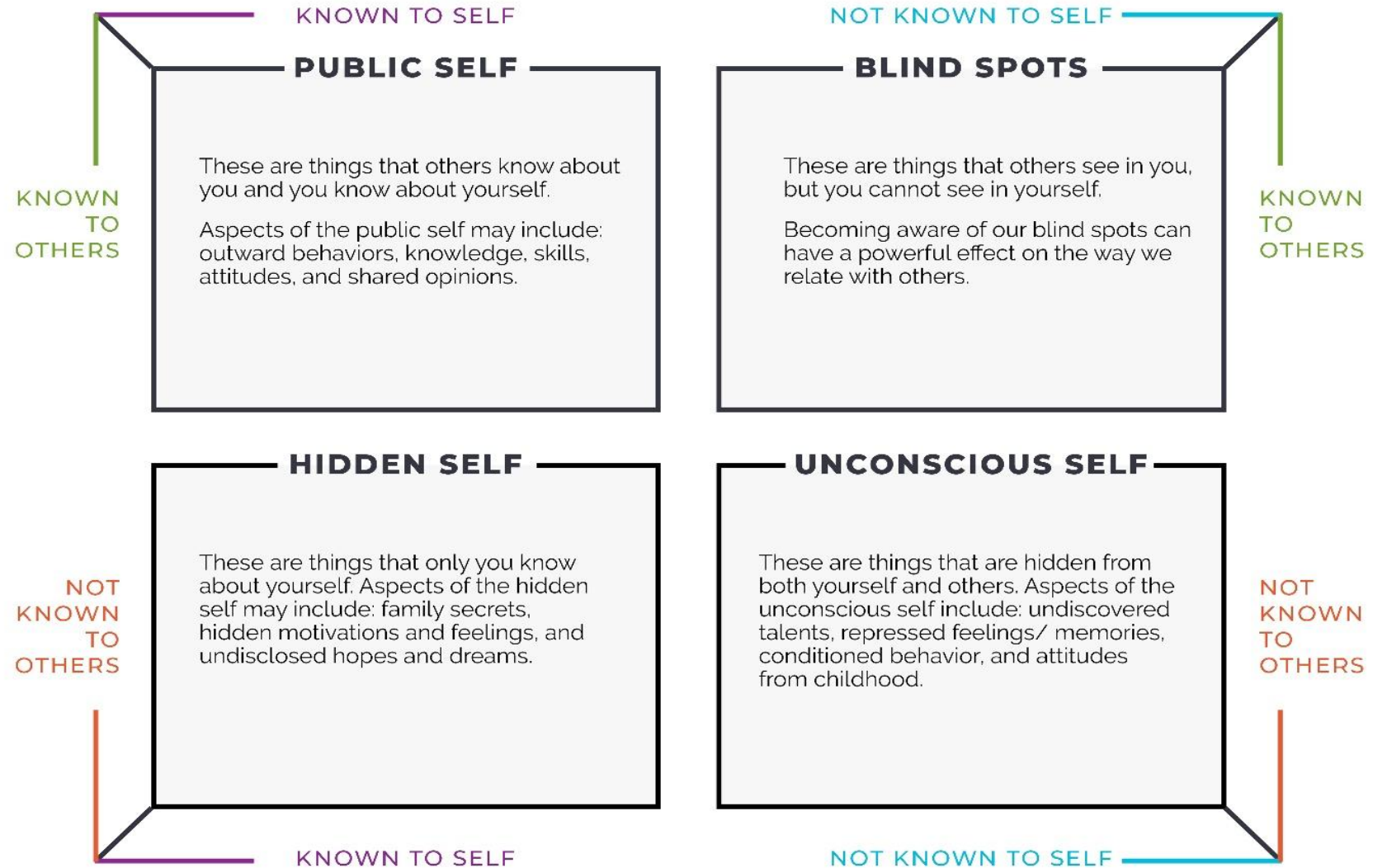
"Teaching" today must have deep roots in
REFLECTIVE ENGAGEMENTS within
ourselves, our children/students and families. It is
tightly knitted braiding of ECE and mental health
to advance Mental wellness

Know Thyself



To teach, we must know ourselves. Walking into the classroom each day is an enormous act of courage. To face the turbulent emotions, hormones, and disparate wants of dozens of children at once. To guide and nurture each one of these blossoming individuals while not losing oneself. How can we see the heart of a child, guide them to find their path, face a conflict with compassion, or engage with children who are different from us if we don't know ourselves?

The Johari Window



UNDERSTANDING SELF:

ACES and Resiliency



Good Will Hunting Video

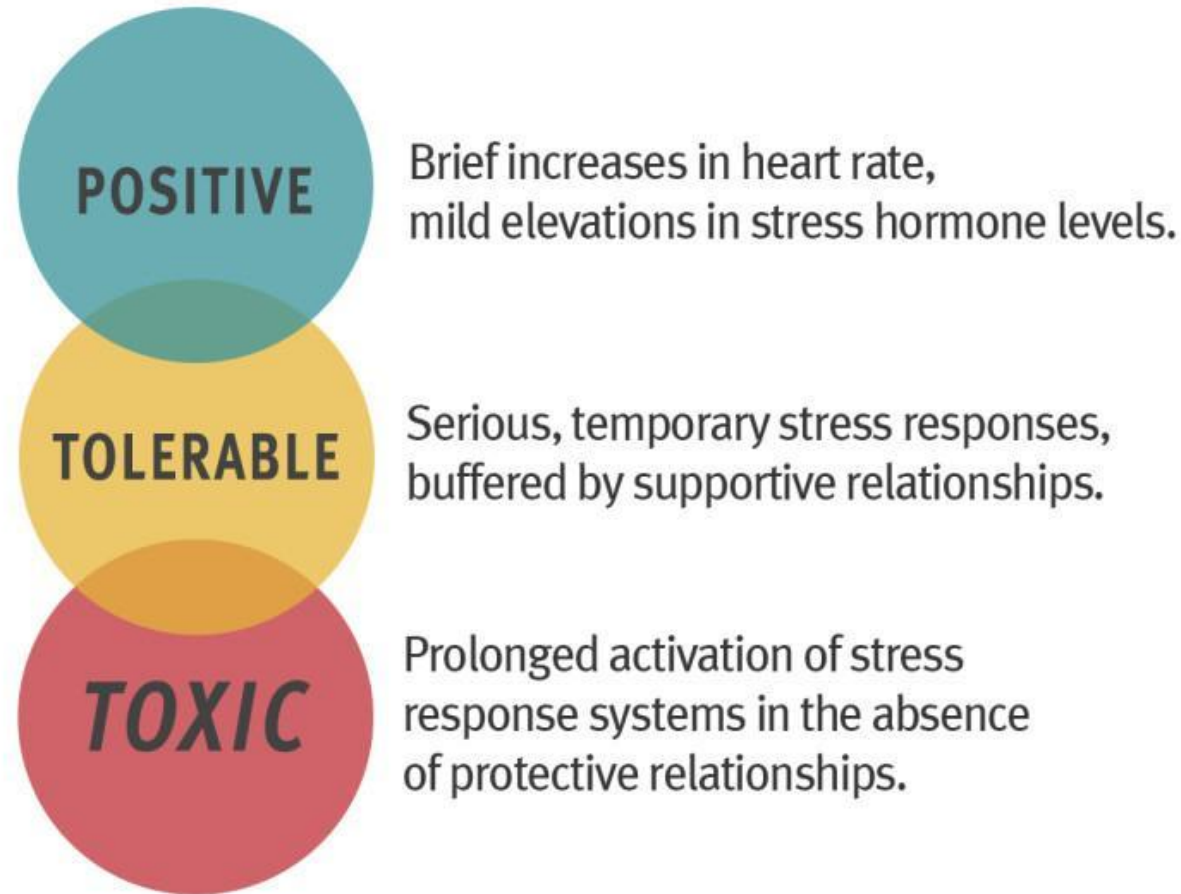
All behavior has meaning...



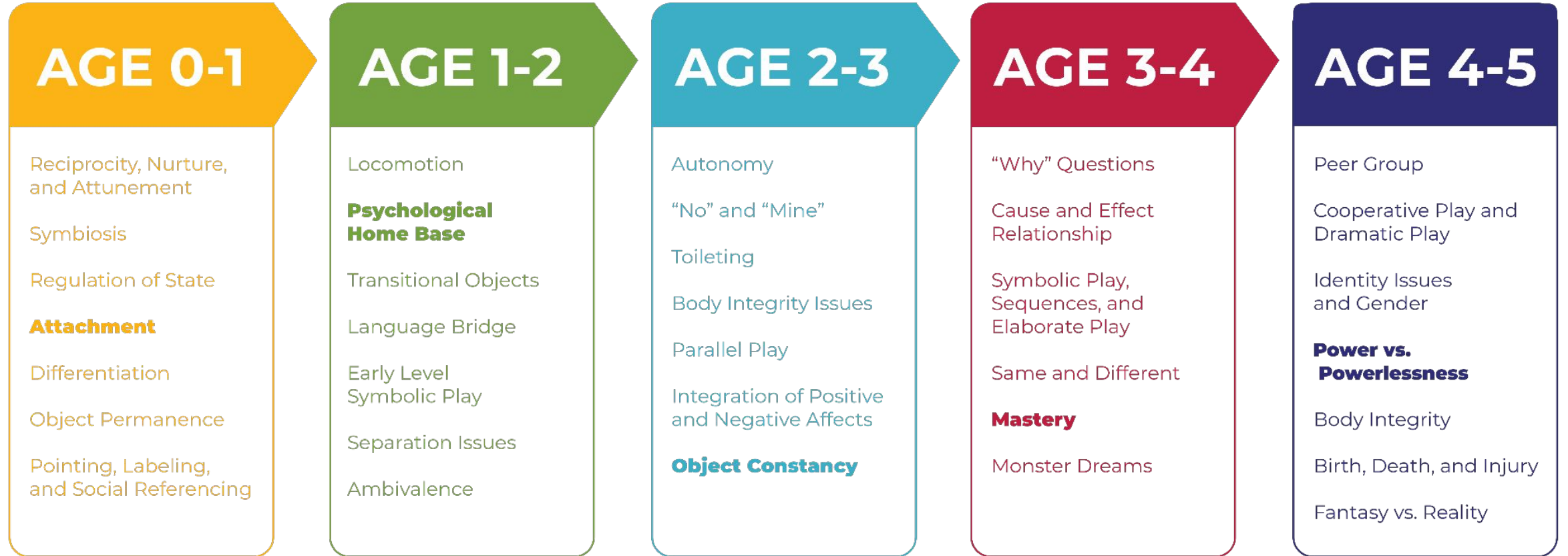
5 Pillars of Resilience:

1. **Self Awareness** - is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions.
2. **Mindfulness** - is a state of active, open attention on the present
3. **Self Care** - is unique for each person and can be understood in many different ways.
4. **Positive Relationships** - are the people who support and care for us — and we care for them.
5. **Purpose** - is a recognition that we belong to and serve something bigger than ourselves.

Three Kinds of responses to Stress:

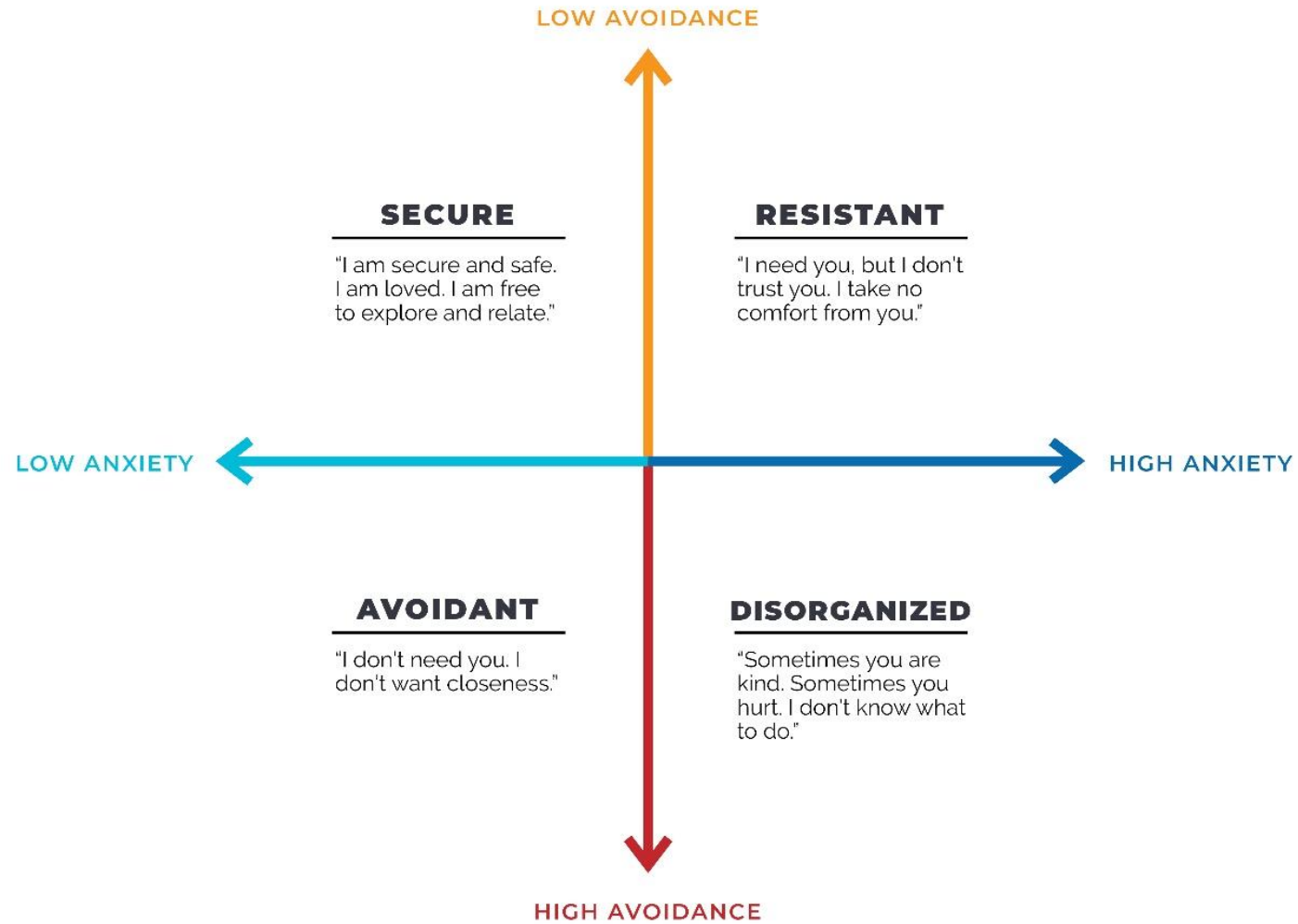


Emotional Milestones



Koplow, L. (2002). Creating schools that heal: Real-life solutions. Teachers College Press: New York, NY.

Attachment Styles



Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

My Temperament...their Temperament

3 MAIN TYPES OF TEMPERAMENT

FLEXIBLE

Easy-going
Regular rhythm
Adaptable
Positive
Low intensity
Low sensitivity

FEARFUL

Cautious
Slow to join activities
Need adult support until they are ready
Research before acting

FEISTY

Active
Intense
Distractible
Sensitive
Irregular
Moody

When little people
are overwhelmed
by big emotions,
it's our job to share
our calm, not join
their chaos.

L. R. Knost



I and Thou

I-IT INTERACTIONS

- Adhering to daily schedules
- Meetings and minutes
- Payroll
- Budget
- Deadlines and timelines
- Child Tracking Sheets
- Data collection

I-THOU INTERACTIONS

- Taking time to get to know each unique individual
- Authentic connection
- Valuing the other as important as the self
- Letting go of assumptions
- Finding the third story

Buber, M. (1958). *I and Thou*. New York: Scribner.

“Celebrate Children”



TEACHER

I've come to a frightening conclusion that I am the **decisive element** in the classroom. It's my personal approach that **creates the climate**. It's my daily mood that makes the weather. As a teacher, **I possess a tremendous power** to make a child's life miserable or joyous. I can be a tool of torture or **an instrument of inspiration**. I can humiliate or heal. In all situations, **it is my response** that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

-Haim G. Ginott



I Pledge to...



Protect children from my anxiety and their own

Tell them the truth, however difficult it may be

Acknowledge their curiosity, even if I am not able to
nourish it

Never compare them to their peers

Never try to fulfill my dreams through them

I prioritize their happiness over achievements

I trust every child's capacity and so,

I pledge to follow their lead!

ISEY