

# Six Questions Worth Asking About a Child's POV

Mark Sweet PhD

Trainer & Consultant

608 267 0214

[msweet@drwi.org](mailto:msweet@drwi.org)

[disabilityrightswi.org](http://disabilityrightswi.org)

Fall 2014

- Would you rather support someone who does ☐ what s/he wants?  
☐ what you want?

COMPLIANT                      ASSERTIVE

▲

Enter:            → Power or Control  
                     → Brain Lock

## ❑ We **Characterize** & brains lock

- ▶ good / fussy
- ▶ inappropriate
- ▶ noncompliant
- ▶ manipulative
- ▶ difficult
- ▶ stubborn, shy
- ▶ distractible
- ▶ uncooperative
- ▶ wild, out of control
- ▶ not ready
- ▶ s/he's **challenging**
- ▶ **it's** (just) **behavioral**

⇒ Whose POV are these?

# Adult POV



- time / schedule
- activity
- goals
- expectations
- what s/he didn't do
- what s/he did wrong
- ↳ **wanting energy**

## Adult POV



- time / schedule
- activity
- goals
- expectations
- what s/he didn't do
- what s/he did wrong

## Child POV



- sensations
- curiosities
- understanding
- impulses
- emotions
- coping & history

**wanting energy → ← wanting energy**

→ **Baby**      sounds  
                 facial expressions  
                 gestures & movement

**Adult**      detective, interpreter

→ **What happens to curiosity when ...**

... babies become children?

... we default to characterizations or diagnoses?

*If I had known, I could have ...  
I would not have...*

*I'm just trying to help.*

☐ The intention to be... *helpful*  
is not always experienced as... *help*.

☒ humility

☒ mindfulness

**behaviorism**      **aversive**  
                                 **positive**      = \_\_\_\_\_

→ teaching **≠** compliance

→ teaching = trying to influence, guide

    ↳ allowing yourself to be influenced



# Behavior = Actions

context → everything else; present & past

stress → whatever puts us off balance

= **Coping**

= **Trying to Accomplish**

= **Asserting**

⇒ What do you wish you would not see & hear?

- ▶ what **thoughts**?
- ▶ what **sensations**?
- ▶ what **emotions**?

⇒ How do you relate to this child:

- ▶ what goals & interactions?
- ▶ what messages with coworkers & parents?

## → Language influences our interactions

⇒ Respect or Differentiated Respect

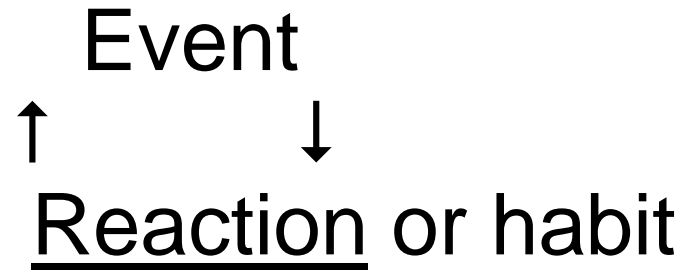
⇒ % interactions

- ◆ directing, *you need to...*
- ◆ correcting
- ◆ reprimanding
- ◆ limiting

From: How do we make “it” stop?

**To: What’s happening from the child’s POV?**

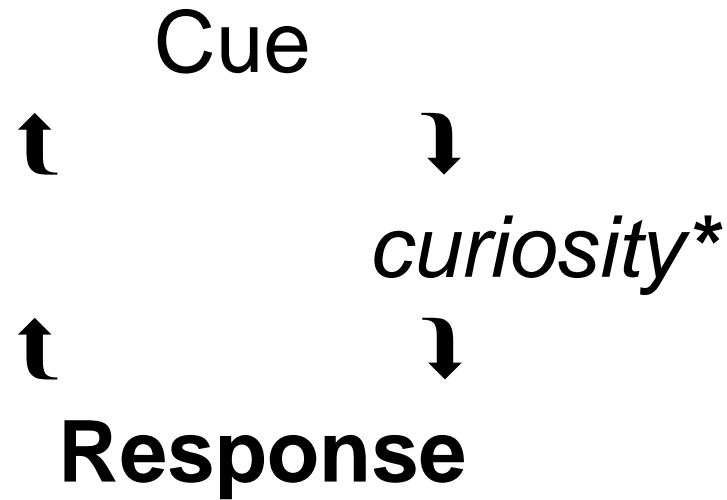
With some children we operate on a Reaction cycle



- ◆ anticipatory reactions
- ◆ generalized reactions

⇒ **What might keep you reactive (or habitual)?**

## response cycle



*\* What is happening or has happened from this child's POV?*

*What is s/he trying*

- ◆ *to cope with?*
- ◆ *to assert?*
- ◆ *to accomplish?*

# Six Questions Worth Asking about a Child's POV

- ☑ What do you **see or hear**...?
- ☑ When is s/he **more likely** to ... ?
  - ↳ When is s/he engaged?
  - ↳ If you wanted to provoke?
- ☑ What does **s/he understand** ...?
  - ↳ place
  - ↳ activity
  - ↳ materials
  - ↳ relationships?

- ☑ What might s/he be
  - ↳ **experiencing** (sensations)
  - ↳ **feeling** (emotions)?
  
- ☑ What is s/he trying to **cope** with,  
**accomplish, assert**?
  
- ☑ With ease of communication  
**what would s/he say?**



In consideration of this child's POV,  
what could you do or not do?

**right** ☒ goals?

☒ challenge?

☒ support?

☒ participation?

☒ speed??

☒ acknowledgment?



- ❑ What do you know about yourself when you're off?
- ❑ What did you think about that you want to remember?