

WED  
Wholeistic Education™

# Welcome to WED-101

An Introduction to Wholeistic Education

Presented by Victoria Lee, MLADC

# Welcome to Week Six...

Monday, 3/23/21, 4:30-6:00

Today we will cover:

- ▶ Weekly Recap- It's your turn to tell me!
- ▶ Finish up the Four R's - Reintegrate and Role Plays
- ▶ Implementing WED at Home
- ▶ Safety: The Foundation of home





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# Core Values

Following  
Non-Violence  
Dynamic Balance  
Faith



# Developmental Goals

Respect

*"I stop to see the other as me."*

Dignity

*"I reflect balance."*

Responsibility

*"I care for my influence on all things."*

Compassion

*"I share joy and pain."*

Perseverance

*"I commit to life."*

# The WED Proposition...

“First things first” - that saying summarizes the WED approach. To effectively apply WED, one must believe the WED proposition:

*Education must first accomplish the habitualization of Respect, Dignity, Responsibility, Compassion and Perseverance (WED’s Developmental Goals). In the absence of this accomplishment, even the most “schooled” person will not be optimally healthy or content.*

A great way to habitualize The Developmental Goals by practicing WED’s Behavioral Guidelines<sup>©</sup>.

With this foundation, a person may then healthfully pursue any other interest, discovering his or her best self.

# Habits and Groups...

- ▶ Developmental Imbalances (“bad habits”) → Healthy habits!
- ▶ Creating a healthy group that supports optimal habits and wellness in its individuals → We are what we live, creating culture/environment in which disease and bad habits can not thrive



# The Behavioral Guidelines- Our Social Code

- ▶ The set of expectations a group has for one another
- ▶ Explicated, written in black and white
- ▶ Every member is held to the same standard of practice
- ▶ Creates “educational culture” → a healthy group that promotes positive development in its members

## WED: THE BEHAVIORAL GUIDELINES

### 1. MAINTAIN ATTITUDE OF RESPECT AND DIGNITY.

- a. Politely greet, welcome, and acknowledge efforts of all.
- b. Calmly request space if emotionally overwhelmed.
- c. Apologize for any possible offense, including accidents.\*

### 2. USE LANGUAGE AND BODY RESPONSIBLY.

- a. Avoid offensive words, including those of a racial, ethnic, religious, or sexual nature.
- b. Refrain from using language or body to intimidate or injure.
- c. Calmly ask for explanation of any confusion, disagreement, conflict or concern.

### 3. PROACTIVELY COOPERATE.

- a. Seek opportunities to assist others, and resist urges to embarrass or undermine.
- b. Gratefully acknowledge authority of leaders. \*\*
- c. Treat all members as teammates, regardless of personal feelings.

### 4. CAREFULLY ATTEND TO HEALTH AND SAFETY.

- a. Alert an adult to any physical pain or danger.
- b. Control body movement such that self or others are not injured.
- c. Wear activity-appropriate clothing.
- d. Keep body properly groomed (e.g., daily bathing, teeth brushing, etc.).
- e. Take good care of all furniture, equipment, facilities, and environment.

### 5. HONESTLY GIVE BEST EFFORT.

- a. Calmly communicate all perceived offenses.
- b. Earnestly participate in just resolution of dispute.
- c. Put education, wellness of self and others, and responsibility to community ahead of personal image and interests.

\* See Wholeistic Apology

\*\* See Wholeistic Leadership

# Three Key WED Concepts...

- ▶ Overarching Motto: Can you define?
- ▶ Wholeistic Leadership: Can you define?
- ▶ Wholeistic Apology: Can you define?



# Educator Objectives and Challenges

- ▶ The Three Educator Objectives: How we can help one another
  - Role Model Healthy Relationship
  - Provide Clear Reflection
  - Encourage True Focus
  
- ▶ The Three Educator Challenges: Our most difficult tasks as Parent/Educator
  - Give up Control to Gain Authority
  - Neither Enable nor Punish Imbalanced Behavior
  - Avoid Adversarial Dynamic

# The Four Rs: Staying Teamed Up

Simply put, WED's four step approach to conflict resolution.

The Four Steps are:

- ▶ Reflect
- ▶ Remind
- ▶ Restrict
- ▶ Reintegrate



# What if...?

- ▶ My child won't accept their Restriction?!
  - ▶ Your child's consent to restriction is not needed... confirms you made correct assessment
  - ▶ All group members commit to minimal contact with that member
  - ▶ Resources focused on group members- avoid adversarial dynamic
  - ▶ Under no circumstances should a parent initiate any kind of confrontation (ie grabbing a phone)
  - ▶ If child goes to school you can confiscate items from room- but never engage in confrontation, punitive vibes
  - ▶ Safety first- any violent behaviors/threats, self-harm threats are non-passionately attended to (call appropriate authorities)
  - ▶ Remember purpose of Restriction: to honor individual autonomy *and keep the group safe*
  - ▶ Stay focused on the purpose and your practice- remain a **loving oasis!**
  
- ▶ We have a vacation planned? I want to go out to dinner?
  - ▶ Sacrifices of parenthood
  - ▶ Walk the walk

## Step 4: Reintegrate

- ▶ Reintegration is every member's right. Its function is only to confirm the Restricted member's genuine commitment to practicing The Guidelines.
- ▶ We must wait for the Restricted individual to genuinely request a Reintegration Meeting- without our asking, encouraging, etc.
- ▶ Once genuinely requested, a meeting should be held as soon as possible (group resources allowing) to avoid being punitive
- ▶ A representative of the group or the entire group can participate in the meeting
- ▶ *Follow the Reintegration Meeting Process step-by-step!*
- ▶ *This is a crucial, special moment in the education process where an individual is expressing the value of the group to them and acknowledging the importance of the group → Celebratory Moment*

# The Reintegration Meeting Process

- A. In preparation for the reintegration meeting, think about how you could have shown greater leadership. Begin all meetings with a genuine apology. After all, improved leadership may prevent any particular conflict.
- B. Ask the Restricted member to review The Guidelines first to explore and indicate any ways leaders and others may have violated The Guidelines. Go slowly and carefully! Strong leaders invite criticism! Help with the exploration and stress how important it is for leaders to understand their potential mistakes so they can be better leaders. Take as much time as necessary to fully exhaust any and all of the Restricted members feelings of mistreatment. Make a full apology for any possible wrongdoing.
- C. Then in a way consistent with The Guidelines, ask the Restricted member to review The Guidelines to explore his/her own potential violations. Gently ask for specific examples of violations (who, what, where, when, how, etc.).
- D. When the exploration is complete, gently inquire about what the Restricted member feels and thinks about these violations and what they may like to do about those thoughts and feelings. If necessary and appropriate, gently introduce the idea, and prompt toward apology.
- E. Discuss and assist in the process of true apology (see Apology Poster). Focus especially on an effective plan of restitution.
- F. Explore the possibility of better application of The Guidelines. Invite questions, comments, criticisms, and any other thoughts and feelings.
- G. Finish by confirming mutual commitment to practicing The Guidelines, take any other appropriate course of action (e.g., assist with restitution), and welcome the member back into the group in the most appropriately complete, warm and loving way.

# One Process, many styles!

Let's listen to some recorded role plays of our staff here at Direction using the Four R's... Note the same process but many styles to do it in! Also, many scenarios but still the same process.

They are coming....

# Conflict Scenarios.... Your turn!

<p><b>#1.</b> <i>Your 14 year old son arrives home an hour later than the agreed upon 9 p.m. curfew.</i></p>	<p><b>#2.</b> <i>No one wants to make dinner. You have made dinner the past five nights.</i></p>	<p><b>#3.</b> <i>Your husband and 17 year daughter have become engaged in a yelling match about homework.</i></p>	<p><b>#4.</b> <i>Your 15 year old daughter is hanging out with some friends you “don’t approve of.”</i></p>
<p><b>#5.</b> <i>You found alcohol under your 17 year old's mattress.</i></p>	<p><b>#6.</b> <i>The house is extremely dirty and you feel like you have done more than you fair share lately.</i></p>	<p><b>#7.</b> <i>Your 12 year old is playing music very loudly in his room. You are on a virtual WED 101 class in the neighboring room.</i></p>	<p><b>#8.</b> <i>The family dog has not been getting out on his routine walks.</i></p>

Re-watching WED Videos...



# Implementing WED

- ▶ First, make sure you are invested and authentically willing to practice
  - ▶ Are you ready to make changes to your own behavior and improve your own habits?
  - ▶ Are you ready to own your own shortcoming?
  - ▶ Are you ready to apologize when you make mistakes?
  - ▶ Are you ready to truly model healthy behavior and relationships?
  - ▶ Are you willing to go all the way? Apply Restriction? Call the cops/ambulance?
  - ▶ Will you tolerate your child's bad decisions?
  - ▶ Will you get out from between them and their education?
  - ▶ Will you make yourself obsolete?

# The Implementation Meeting

- ❖ This part of the process is essential to making anything else make sense- this is where we affirm our group's social code and make it known to all
- ▶ Lead with an apology- introducing a significant change, a course correction, no one's perfect
- ▶ Gather the family together, read through the Behavioral Guidelines, Wholeistic Apology Poster and Wholeistic Leadership Poster and explain the Four Rs
- ▶ Examine and explore any questions, anything that seems objectionable, or if anything has been omitted
- ▶ Affirm each member's commitment- yes, that includes yours!
- ▶ Get practicing!

# Building Your Wholeistic Home

- ▶ The Foundation: *Upon Which All Else is Built*
  - Safety → No violence or threats of violence
  
- ▶ The Framing: *The Walls and Roof that Give Structure*
  - The Guidelines and The Four Rs → see previous slides and lectures
  
- ▶ Interior Design: *Making the House your Own*
  - Proactive Plans → concrete plans to handle conflict, achieve certain goals, manage stress and resources, share household responsibilities



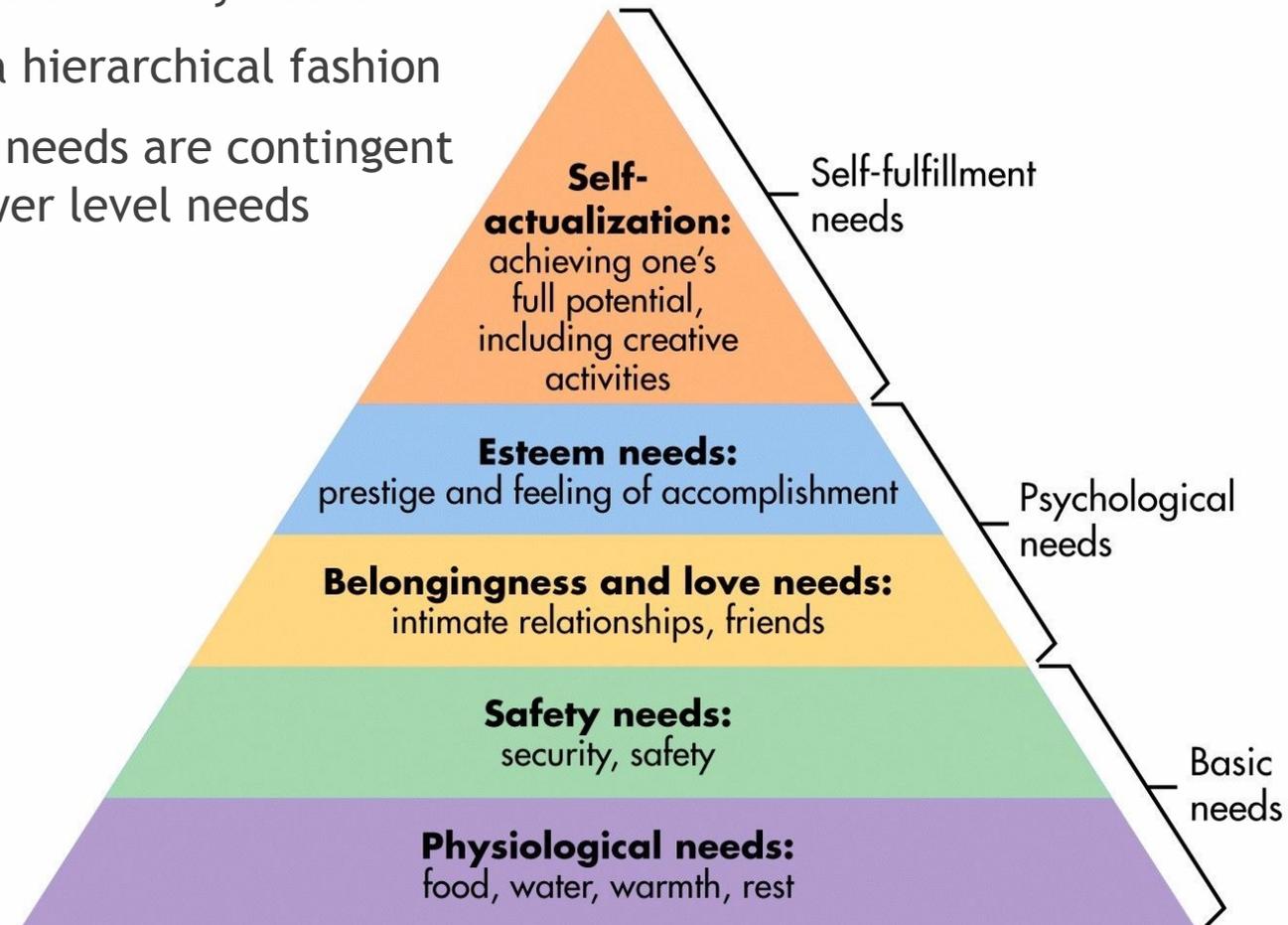
# Safety: The Foundation of your Home

- ▶ We can not think about building anything lasting on a poor foundation
- ▶ Basic Needs (food) and Safety is the FOUNDATION of any healthy group/ind
  - ▶ Maslow's Hierarchy of Needs (next slide)
  - ▶ We can't move on to other need fulfillments or wants if we are struggling to get basic needs met
  
- ▶ If we or any other member in the group has habits or behaviors which are violent they must be immediately stopped- violence violates almost all WED principles



# Maslow's Hierarchy of Needs

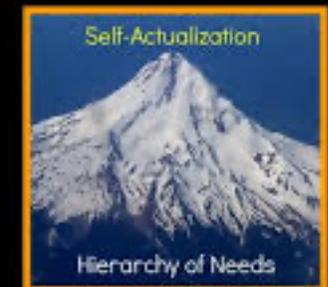
- ▶ Developed by psychologist Abraham Maslow
- ▶ Believes our behavior is driven by needs
- ▶ Needs are pursued in a hierarchical fashion
- ▶ Pursuit of higher level needs are contingent upon fulfillment of lower level needs



## Psychology Classics

A Theory of Human Motivation

Abraham H. Maslow



[www.all-about-psychology.com](http://www.all-about-psychology.com)

# Swiftly and Dispassionately

- ▶ When it comes to immediate safety, parents need to take charge → This and implementing WED are the exceptions to “give up control”
- ▶ ”When the train is coming, you don’t wait- you pull the child off the tracks.”  
-Joe Walsh
- ▶ We want to remain cool-headed- we can discuss emotions later
- ▶ As parents/group leaders we must seriously respond to all potential threats to safety → includes violence or threats of violence
- ▶ Why dispassionately?
  - ▶ Role model health relationship/ self-regulation
  - ▶ Limits any potential undermining of other WED principles (neither enable nor punish)



# Keep it Simple

- ▶ Threat of violence or violent behavior
  - ▶ Call 911
  - ▶ Demonstrates that we will keep our group safe- *no matter what*- we take no chances with safety
  - ▶ Not going to be held hostage
  - ▶ Simplifies highly emotional situations- “if a, then b” algorithm
  - ▶ Avoids adversarial dynamic
  
- ▶ Threat of Suicide or Suicide Attempt
  - ▶ Call 911 or trip to the ER
  - ▶ What if they are being “manipulative”? See next slide
  
- ▶ If a child/group member can 100% convince you they are not going to be violent then one does not need to go, but the onus is on the child/member NOT YOU → avoid that dynamic

# Common Concerns about Calling 911

- ▶ It will make them angry!
  - ▶ “Fine. This is the time to be a parent.”
  - ▶ We are not in the feel better business, we are in the function better business
  - ▶ Will only keep happening if we enable it
  - ▶ Held hostage
- ▶ It will go on their permanent record.
  - ▶ Juvenile record, versus adult record
  - ▶ The earlier these habits are changed, the better
- ▶ My child will be taken away from me!
  - ▶ Highly unlikely
- ▶ Its admitting failure, embarrassing, and will get the neighbors talking.
  - ▶ This is putting your own wants ahead of your child’s needs



# “What if they are just being Manipulative?”

- ▶ Could still kill themselves by accident
- ▶ We are showing them we take their words seriously, so if you say “A, then B” happens
- ▶ No matter how sure we feel, we are never sure of others intentions- so when it comes to threatening suicide we must act responsibly
- ▶ Dispassionately, dispassionately, dispassionately → no secondary gains for them
- ▶ We must demonstrate that “you will get tired of this before I do”
  - ▶ Its my responsibility as a parent

# Chronic Self-Destructive Behavior

- ▶ Non-emergency situations → Follow the principles of WED
- ▶ Need to distinguish what is an emergency and what is not
  - ▶ Maladaptive responses to stress, often secondary to a fundamental imbalance
  - ▶ Cutting and Eating Disorders
  - ▶ Our own perceptions
- ▶ Avoid power struggle, keep within educational culture framework
  - ▶ Three Educator Objectives and Challenges

# BGs and Four Rs: The Framing

- Implement WED
- Practice Humble Questions
- Commit to the Four Rs



# Proactive Plans: Interior Design

- ▶ Interior Design/Decorating: *Making the House your Own*



# Next Week's Class... Week Seven

Monday 3/30/21, 4:30-6:00

- ▶ Final Class in this Series!
- ▶ Topic: Proactive Plans
- ▶ Due:
  - ▶ Reading in *Art of Direction*, pg. 109-121
  - ▶ Write up an example of a Proactive Plan from your life

