



**WED**  
Wholeistic Education™

# Welcome to WED-101

An Introduction to Wholeistic Education

Presented by Victoria Lee, MLADC

# Welcome to Week Three...

Monday, 3/08/21, 4:30-6:00

Today we will cover:

- ▶ Weekly Recap
- ▶ Wholeistic Apology
- ▶ Restriction
- ▶ The Four Rs



## Core Values

**Following** Wholeistic Education is based on a fundamental faith that the healthiest path is clearly marked for those who will follow.

**Non-Violence** The action which contributes to the least amount of aggregate violence.

**Dynamic Balance** Describes the result of non-violent following; When sustained, this balanced behavior produces the greatest sum of physical and non-physical health, and contentment; the condition known in WED as Optimal Wellness.

**Faith** All rational thought leads to a conceptual terminus at which one must decide in the absence of further evidence.



# 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.

# The Three Educator Objectives →

*define what one (Educator/parent) can do for another*



- ▶ *Model Healthy Relationship*
- ▶ *Provide Clear Reflection*
- ▶ *Encourage True Focus*



# The Three Educator Challenges→ *define the Educator/parent's most difficult tasks*

- ▶ *Give Up Control To Gain Authority*
  
- ▶ *Neither Punish Nor Enable Imbalanced Behavior*
  
- ▶ *Avoid Adversarial Dynamic*



# The Group's Social Code

- ▶ “At the heart of every group culture is its social code.” (AofD)
- ▶ Definition: The set of expectations a group has for one another
- ▶ Implicit versus Explicit
  - ▶ Implicit: Unwritten, evolve on their own, remain in the background, nonetheless they are there (can be seen in the interactions between members), usually different for different members
  - ▶ Explicit: Written out, rallying point, central to group ID, increases trust members can have in the group (if the written social codes are healthy!), road map versus vague outline (can often lead to more confusion)
  - ▶ Recall the characteristics of a healthy group (ie collaborative spirit, standard applies equally to all group members, mutual respect, etc.)

WED'S social code is the Behavioral Guidelines...

# 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



## Apology

Apology is about caring for each other. It is about reminding each other that even though we did something wrong, we want to have a good relationship. The closer we are, the more important it is to remind each other of that. If we live together, or work together, it is *very* important. Mistakes and wrongdoing are a natural part of being human. That makes apology something everyone must do.

To apologize, we need to do three things:

1. **Accurately understand what we did wrong** – without making too little of it (“It was no big deal”) or too much of it (“It was the worst thing in the world”)
2. **Say “I am sorry”** – and really mean it!
3. **Make restitution** – which is how we attempt to “repay” whomever we hurt, and fix or replace whatever we damaged

We can do the first two steps on our own, so we may find them relatively easy. The third step is often very difficult, because it forces us to try to satisfy whomever we may have hurt. So, in a way, they have some control over us. This can make us feel afraid, sad and angry.

But it’s hard to really apologize when we feel afraid or angry. Because, when we feel that way, we focus on ourselves, and try to protect ourselves, and don’t focus enough on others. If we try to apologize when we are feeling sorry for ourselves, we usually place some blame on someone or something else for what we did. But, if we blame anyone or anything else, even a little, we are not really apologizing – and others will know it.

If when we do something wrong, we can be strong, and really think of others, and really apologize, we can feel good about ourselves and know that we are an irreplaceable part of our healthy, loving group.

# Wholeistic Apology

- ▶ Common Mistakes:
  - ▶ Maximizing/Minimizing
  - ▶ Inaccurate assessment of wrongdoing
  - ▶ Rushing it- not really sorry yet
  - ▶ Stiff apology is a second insult
  - ▶ Pressing others who do not feel sorry to go through the process



*Let's role play an apology....*

# Commitment and Restriction

- ▶ Restriction is essential part of being able to protect a group from unhealthy influences *and* essential in respecting a group member's autonomy versus seeking control
- ▶ The only time the group acknowledges a member's Restriction is when they are “not committed to practicing the Guidelines.”
  - ▶ The only requirement for group inclusion is a commitment to practicing
  - ▶ Note: Practicing highlights that we all make errors- “practice not perfection” touches upon the spirit of our practice
  - ▶ Also, “commitment not compliance”- touches upon the spirit of our practice
  - ▶ By word or deed



# What is Restriction?

- ▶ Individual is no longer part of the group
- ▶ Thus they lose access to group resources and privileges (the more “dependent” one is the more extreme this may feel- ie “trust” is a group resource)
  
- ▶ Isn’t this punishment?!
  - ▶ The group member decides to leave the group
  - ▶ No time limit, welcome back whenever they want to recommit (Reintegration)
  - ▶ May feel like punishment (one misses the privileges, resources, and relationships they had in the group), but the punishment is not coming from the group. It comes from their own choice to leave the group (not practice).
  - ▶ If a group is unhealthy, a Restricted individual may actually be happier Restricted-

# Restriction at Direction

- ▶ Begins with voluntary nature of the program- stressed from the beginning that “we’d like to help you out but it’s up to you if you want to join the program”
- ▶ We don’t accept “I have to come”- sometimes it’s a “less bad option” but we stress they are the ones who make the choice about what’s less bad in their life
  
- ▶ Restriction does not occur at first sign of violation- we always go through the process outlined next
- ▶ However if someone demonstrates lack of commitment they are asked to sit up front and wait for parents to come pick them up
- ▶ They are never “kicked out” of Direction, welcomed back when they want to do a Reintegration Meeting demonstrating recommitment to practicing
- ▶ The child him or herself must call and request a meeting, not the parent

# Restriction at Home

- ▶ Not so easy.... But just as simple
- ▶ If 18 or with another adult → “lose my number” (bad joke by Joe)
- ▶ When still dependent upon us as parent, the goal is to recreate a situation where they can feel the full weight of their choice to “leave the group” and still feel respected ( food, shelter, care, and maximum amount of autonomy allowed)

# The Four Rs

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

The Four Steps are:

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

# Four Rs Overview

- ▶ If one believes there has been a violation of the Guidelines, we go to the Four Rs- they are there to help us sort out conflict, confusion, disagreements, violations, offenses, etc.
- ▶ 90-plus-some-percent of the time is spent in Reflect and Remind stages- we can use these first two stages to sort through things and help us team back up
- ▶ Rarely in a healthy group do we proceed to the third stage, Restrict
- ▶ PROCESS, PROCESS, PROCESS- anxiety, stress, pressure, time, outrageous behavior etc. may tempt us to go right to the Restrict but rarely is that advisable- *the process is educational and stresses relationship*
- ▶ The way in which we go through this process is *essential*- *we want to carry with us our previous lessons:*
  - ❖ “Embrace all feelings, guide all behaviors.”
  - ❖ *Three Educator Objectives*
  - ❖ *Three Educator Challenges*
  - ❖ *Core Values*
  - ❖ *Developmental Goals*
  - ❖ *WED Proposition*

# Step One: Reflect

- ▶ FIRST, “pause count to 10” (cliché but helpful) and Reflect on your own practice/spirit
- ▶ Gives us time to respond versus react
- ▶ Tendency is to want to pause and Reflect *on others’ behaviors first*- do not fall into this bad habit
- ▶ If we assess we are practicing and in a calm, committed space then we proceed to the second part of Reflect
- ▶ SECOND, pause and Reflect on other group member(s) behaviors- “Has a behavioral guideline really been violated?”
- ▶ If *no violation* or not significant we can enjoy the time in Reflection
- ▶ If we are concerned there may have been a violation, we proceed to Remind

## Step 2: Remind

- ▶ “In times of conflict, less ego involvement. In time of harmony, more ego involvement.”
- ▶ Humble questions- exploring what is going on, no assumptions that our assessment is accurate
- ▶ We Remind our group members of our commitment to practice
- ▶ Reminders lead the group back to the group’s “mind”- our social code
- ▶ Resist urge to control (no lectures, no orders)- just humble questions
- ▶ “If there’s any magic to what we do, it’s the humble questions.”
- ▶ Questions engage the mind
- ▶ If a member is committed this conversation can be

# Conflict Scenarios....

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

# Next Week's Class... Week Five

Monday 3/15/21, 4:30-6:00

- ▶ Topic: The Four Rs
- ▶ Due:
  - ▶ Reading in *Art of Direction*, pg. 93 and 94
  - ▶ Read/respond to Four Rs handout
  - ▶ Be prepared for some role plays!

