



**WED**  
Wholeistic Education™

# Welcome to WED-101

An Introduction to Wholeistic Education

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# Welcome to Week Five...

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

Today we will cover:

- ▶ Weekly Recap- Let's commit this to memory!
- ▶ The art of Reflecting and Reminding- Role Plays!
- ▶ Restrict and Reintegrate





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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



# 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- “Am I committed to practicing the Guidelines?”→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!
- ▶ Take time to embrace your own feelings, assess you own behavior (GREAT HABIT). If upon reflecting you find you are not best practicing, take opportunity to role model how to address that.
- ▶ 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.”
- ▶ Lead discussion towards shared Guidelines and away from conflict between group members- excess focus on details create a court-of-law, adversarial environment- we want to keep focus on our relationships and mutual commitment to practicing
- ▶ If Reminders reveal there have been no violations, acknowledge group members efforts
- ▶ Look for where group member is practicing and acknowledge their efforts there

# 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.

# 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>

## Step 3: Restriction...

- ▶ If reminders are insufficient and the group member is demonstrating non-commitment to our non-negotiable group norms, move to *Restriction...*

*“In a family, restriction usually looks like a child in his or her bedroom, without a cell phone, computer, TV, music devices, or any other group resource. The key here is that the child is busy learning, and it’s every group member’s duty (and hopefully desire) to help. So you must deny the child the most irresistible distraction at this point in time- you.*

*The parent or educator remains positive, loving, and kind, while he or she avoids the faintest appearance of interest in controlling the child. This also allows group energy to be retained in the group, best ensuring it remains an ‘oasis’ to which the restricted member wants to return. In the meantime, we want to avoid interfering with the individuals experience and education.” (AofD, pg. 79)*

# Restriction: What it looks like

- ▶ **Not time dependent!** Crucial to avoiding making it punitive. A group member is welcomed back as soon as they demonstrate they are committed to practicing (See Reintegration).
- ▶ Health and safety resources are always provided (food, shelter, medication, etc.)
- ▶ Language is helpful: Acknowledge they have left the group and Restricted Self from the group versus they are Restricted. We want to avoid taking responsibility for things that are not ours to take responsibility for.
- ▶ Be mindful to not be punitive as this process depends on us “neither enabling nor punishing imbalanced behavior.”

# 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 3: Restriction...

- ▶ Remember: *Restriction is an integral part of the educational experience and process for individuals (perhaps the most important for some) -by allowing one to choose to leave the group we are allowing them to more closely explore their world and power within it. We do not want to rob them of this experience because we are uncomfortable with it! “We love them and want their full education.”*
  - ▶ “Give up control to gain authority”
  - ▶ Time for the individual to reflect on what being part of the group means to them



## 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.

## In your own words...

Let's hear you practice communicating to a group member that they have chosen to leave the group...

If you are not comfortable speaking on the recorded video, can you please send me it in the chat and I will read it anonymously.

# Next Week's Class... Week Six

Monday 3/22/21, 4:30-6:00

- ▶ Topic: Implementing WED and Safety at Home
- ▶ Due:
  - ▶ Reading in *Art of Direction*, pg. 93-108
  - ▶ Re-watch intro to WED videos on [aofdirection.com](http://aofdirection.com)
  - ▶ Write about your thoughts/feelings regarding implementing WED at home- if you already have implemented at home, write about your experience, if not write about thoughts on potentially doing so

