

# Helping Children Flourish

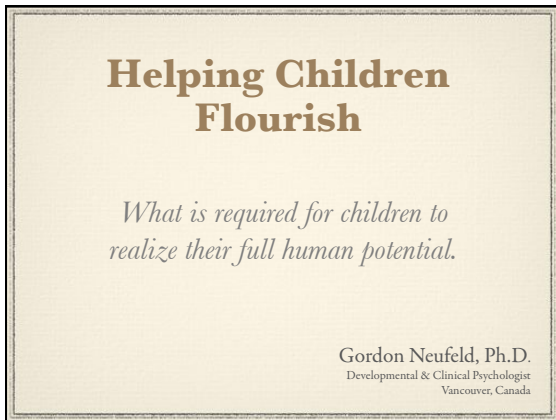
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Vancouver, Canada

Vancouver Island Parent Conference  
Victoria, BC  
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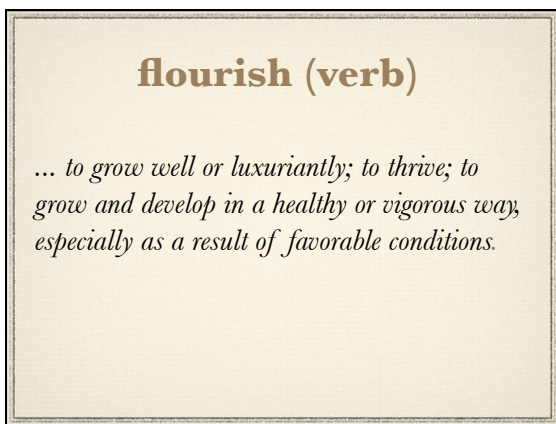
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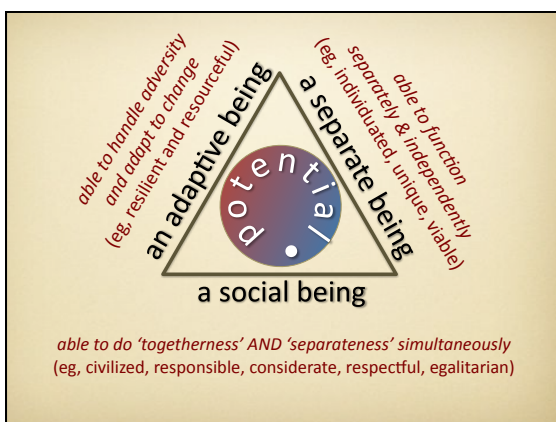
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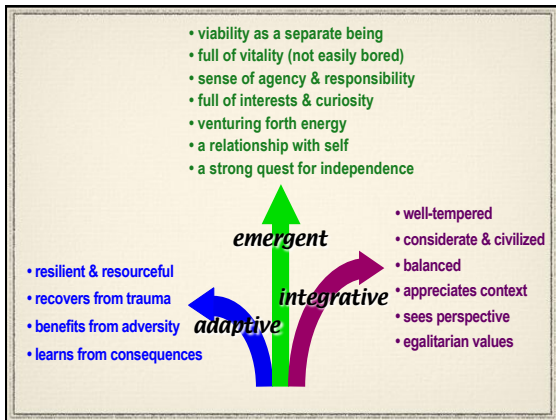
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**ESSENTIAL EXPERIENCES**

*What needs to happen for human potential to be realized*

I. Child needs to engage in true **PLAY**.

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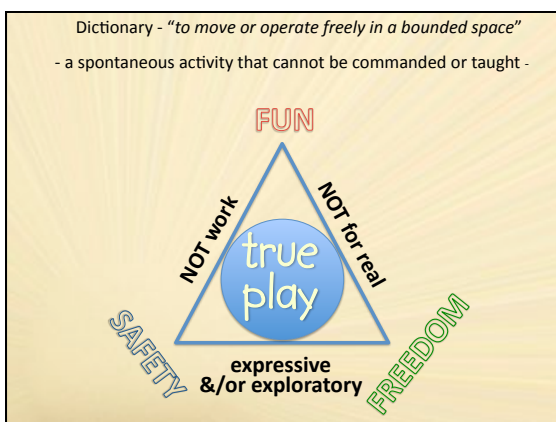
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Play is a L E A P...

*... out of the constraints of  
real life and into 'frames'  
and settings to be explored*

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PLAY is  
Nature's greenhouse  
for sprouting maturity.

PLAY is  
Nature's cocoon for  
mammal metamorphosis.



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**PLAY IS THE LEADING EDGE OF DEVELOPMENT**

- where life can be practiced and life skills can be honed
- where the child's tentative self can safely emerge
- where the brain's problem solving networks are programmed
- where creativity is most likely to occur
- where conditions are most conducive for true learning
- where emotion can be expressed without repercussion
- where the psychological maturing processes are primed

*The play motif governs the child for at least the first 6-7 years of life  
and therefore needs to be supported if potential is to be realized.*

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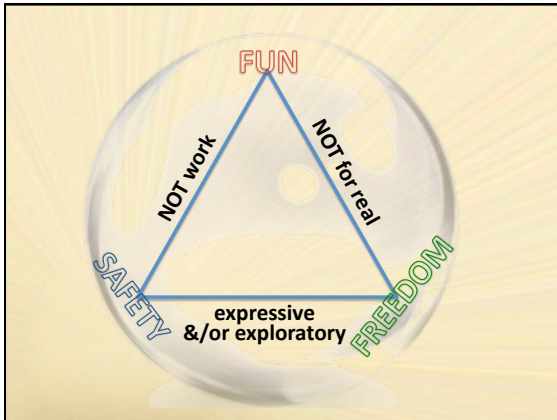
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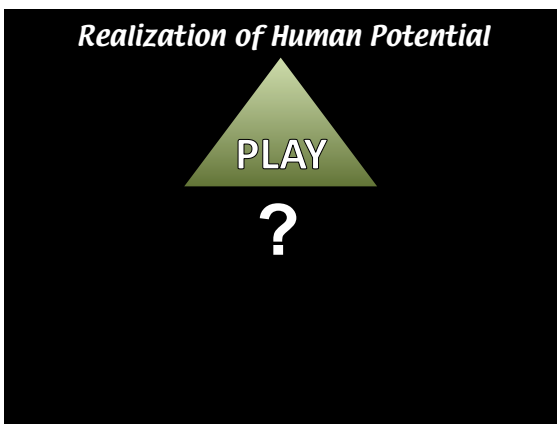
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### **Relationship of REST to GROWTH**

*- all true growth emanates from a place of rest -*

- includes physical growth, brain growth, emotional growth as well as psychological maturation
- rest is facilitated via the parasympathetic autonomic nervous system
- restlessness is indicative of the inability to find true rest (as opposed to a personality trait)

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### **REST as a prerequisite of PLAY**

*- enough freedom from competing activities -*

- a) enough freedom from the pressure to produce and perform
- b) enough freedom from screens and stimulation
- c) enough freedom from structured activity
- d) enough freedom from instruction and schooling

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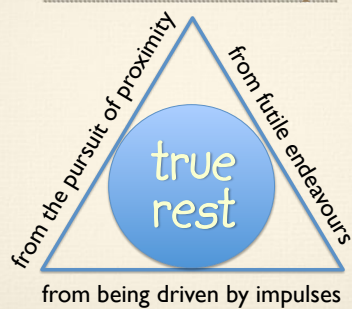
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### **Rest that forwards development**



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**REST from the WORK of ATTACHMENT**

*ie, from the pursuit and preservation of proximity*

- attachment is what most needs to work for children
- the nurturance for growing into one's potential is found in relationship
- the **capacity for relationship** – a basic human potential – must fully develop in order to deliver the nurturance needed for growth
- the key to nurturance is in being temporarily **RELEASED** from the pursuit of proximity
- children will become **stuck** in the pursuit and preservation of proximity if their seeking is not answered

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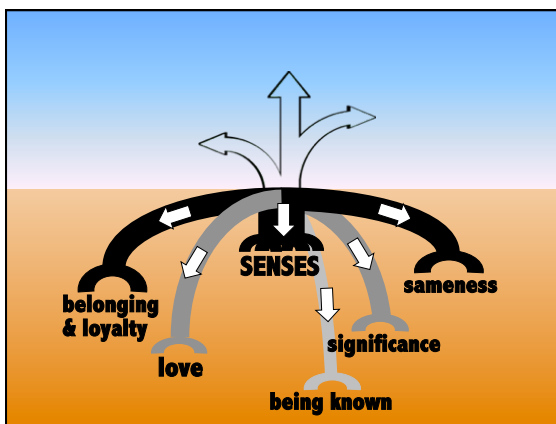
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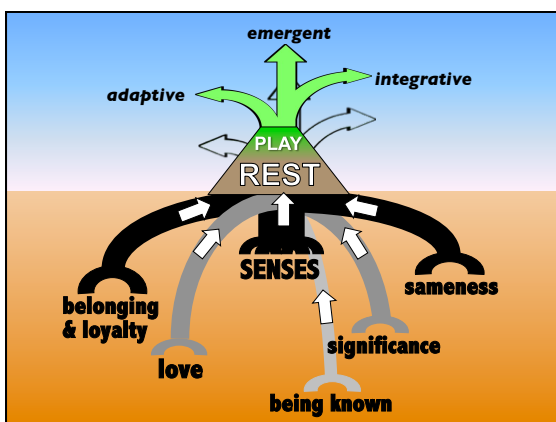
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### **REST from FUTILE ENDEAVOURS**

*ie, from working at things that don't or can't*

- to grow into their potential, children (and their brains) need to stop doing the things that do not work or cannot work
- futility needs to be encountered before it can be felt
- when futility is felt, the nervous system shifts from the sympathetic to the parasympathetic system (facilitating rest)
- only when futility is felt will the child come to a 'still point' or resting place, releasing energy that can be utilized for growth and development and transformation

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### **REST from being driven by impulses**

*Every human possesses the potential to be governed by intentions rather than impulses.*

- is the key to developing a civilized and moral character
- all children begin life governed by instinct and impulse
- before intentions can rule, impulses need to be arrested (ie, brought to rest)
- what arrests an impulse is to encounter a conflicting impulse

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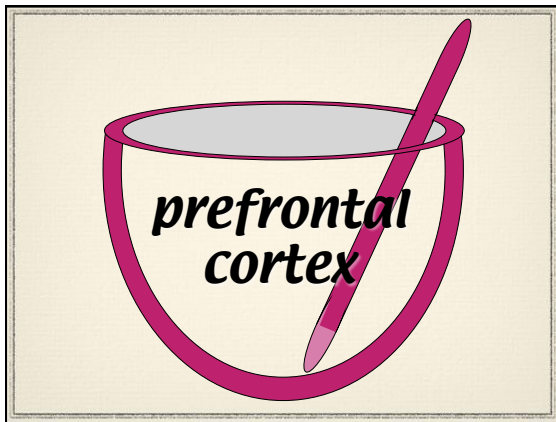
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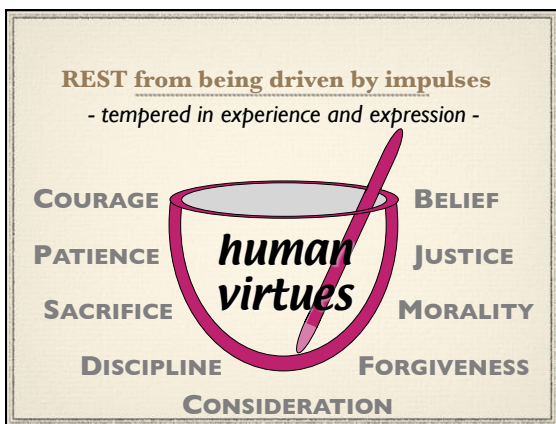
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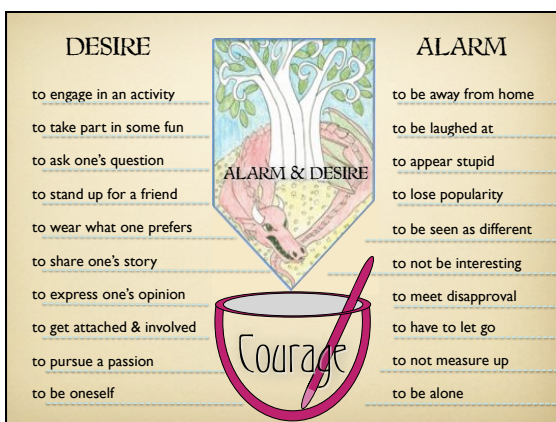
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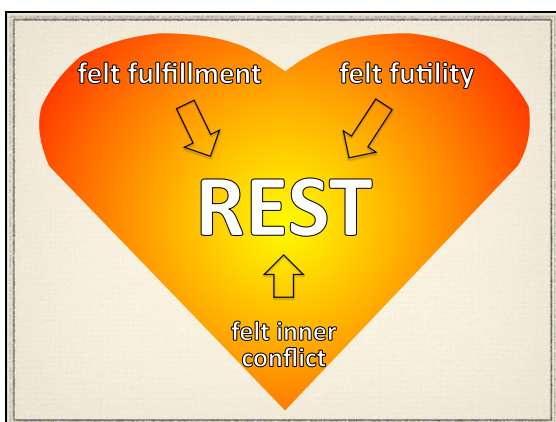
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**ESSENTIAL EXPERIENCES**  
*What needs to happen for human potential to be realized*

1. Child needs to engage in true **PLAY**.
2. Child needs to find true **REST**.
3. Child needs to **FEEL** tender emotion.

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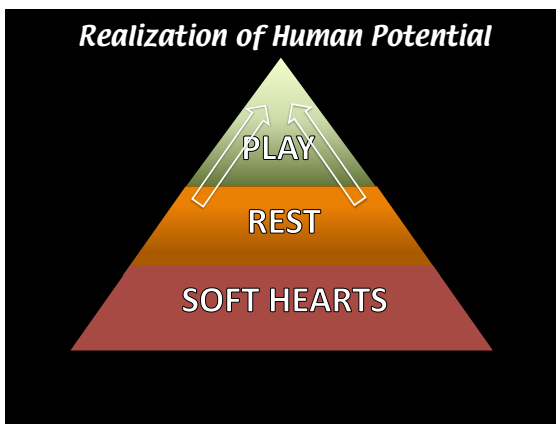
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**What keeps children from feeling their emotions?**

1. The failure to fully develop this basic human potential.
  - the first six years are foundational to emotional development which continues on through adolescence
2. The need to be equipped to function in a wounding environment.
  - the brain will numb out tender feelings in order to equip the child for a wounding environment

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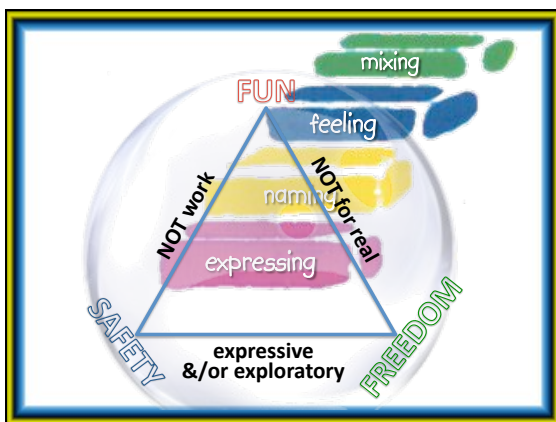
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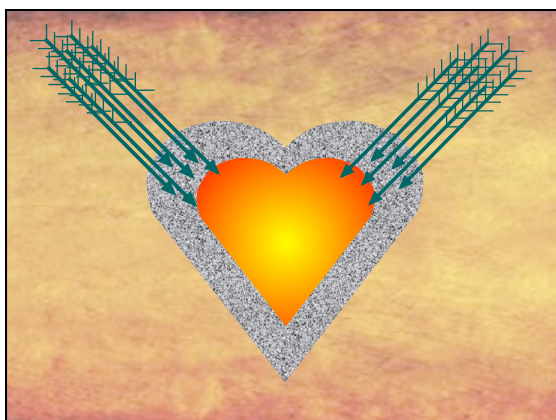
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**Vulnerable feelings more likely to be filtered out**

<input type="checkbox"/>	feelings of shyness and timidity
<input type="checkbox"/>	feelings of embarrassment including blushing
<input type="checkbox"/>	feelings of shame (that something is wrong with me)
<input checked="" type="checkbox"/>	feelings of futility (sadness, disappointment, grief, sorrow)
<input checked="" type="checkbox"/>	feelings of fulfillment (joy, delight, enjoyment)
<input checked="" type="checkbox"/>	feelings of dependence (emptiness, neediness, missing, loneliness, insecurity)
<input type="checkbox"/>	feelings of appreciation (thankful, grateful, indebted)
<input checked="" type="checkbox"/>	feelings of caring (compassion, enthusiasm, devotion, concern, treasure, invested in)
<input checked="" type="checkbox"/>	feelings of alarm (apprehension, anxiety and fear)
<input type="checkbox"/>	feelings of responsibility (guilt, remorse, to make things better, protective)
<input type="checkbox"/>	feelings of woundedness (hurt feelings, anguish, pain)

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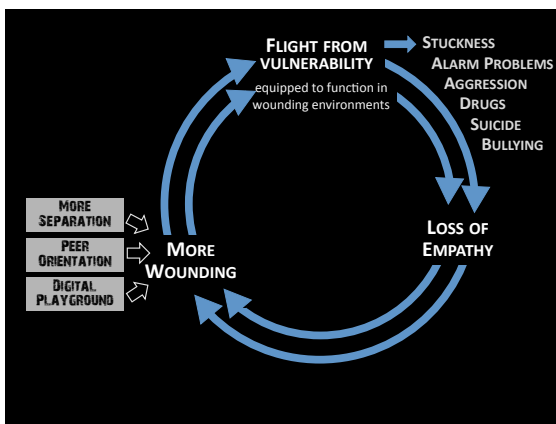
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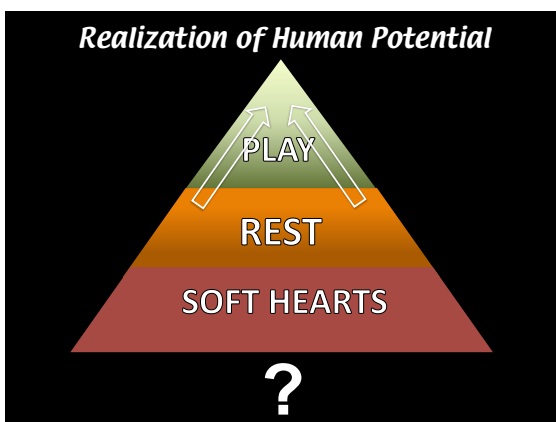
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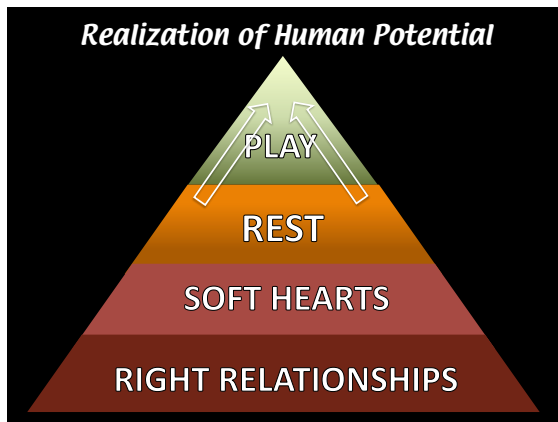
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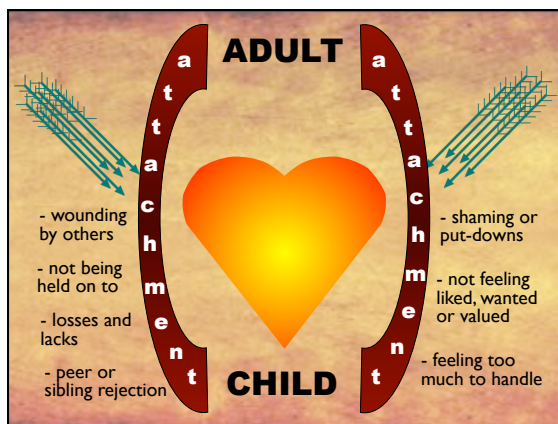
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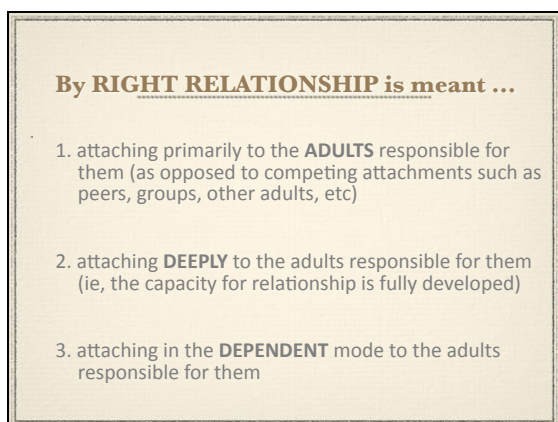
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**Children need to attach DEEPLY in order to grow into their potential**

- renders the adult able to keep the child **SAFE** in a wounding world, and thus **SAFEGUARD** the feelings pivotal to maturation
- answers the basic attachment problem of **how to be close when apart**, providing continuity of connection and thus reducing the separation faced and the wounding experienced
- creates the psychological **WOMB** for the gestation of human potential
- provides the **ROOM** for becoming viable as a separate being
- enables the care-givers to provide **REST** from more superficial pursuits of proximity

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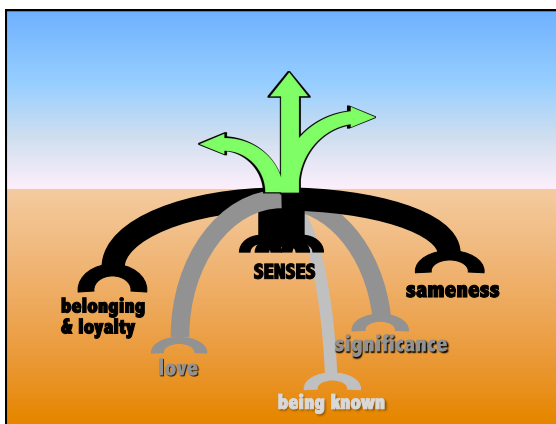
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**By RIGHT RELATIONSHIP is meant ...**

1. attaching primarily to the **ADULTS** responsible for them (as opposed to competing attachments such as peers, groups, other adults, etc)
2. attaching **DEEPLY** to the adults responsible for them (ie, the capacity for relationship is fully developed)

3. attaching in the **DEPENDENT** mode to the adults responsible for them

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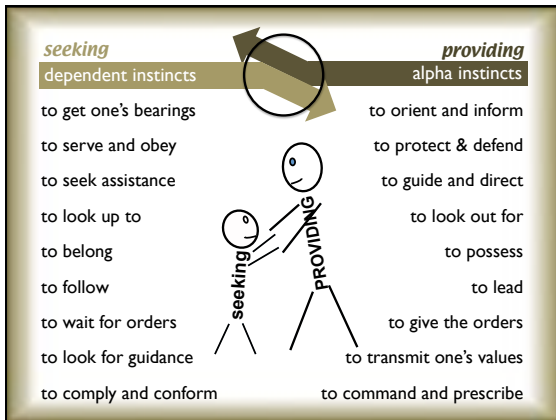
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**ESSENTIAL EXPERIENCES**  
*What needs to happen for human potential to be realized*

1. Child needs to engage in true **PLAY**.
2. Child needs to find true **REST**.
3. Child needs to **FEEL** tender emotion.
4. Child needs to **ATTACH** deeply and in the dependent mode, to the adults responsible.

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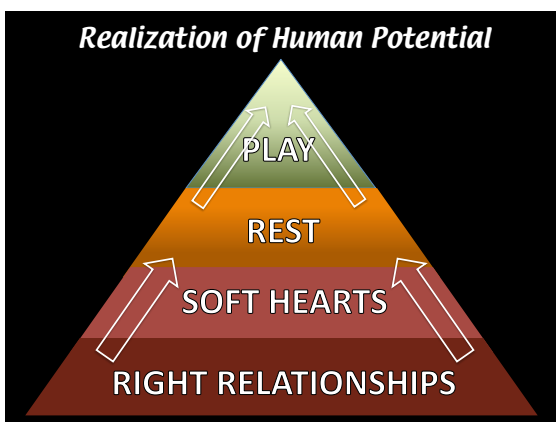
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