

# Hey! Are You Listening?

Dr. Lily Wong

**Teaching is  
a humbling  
experience.**



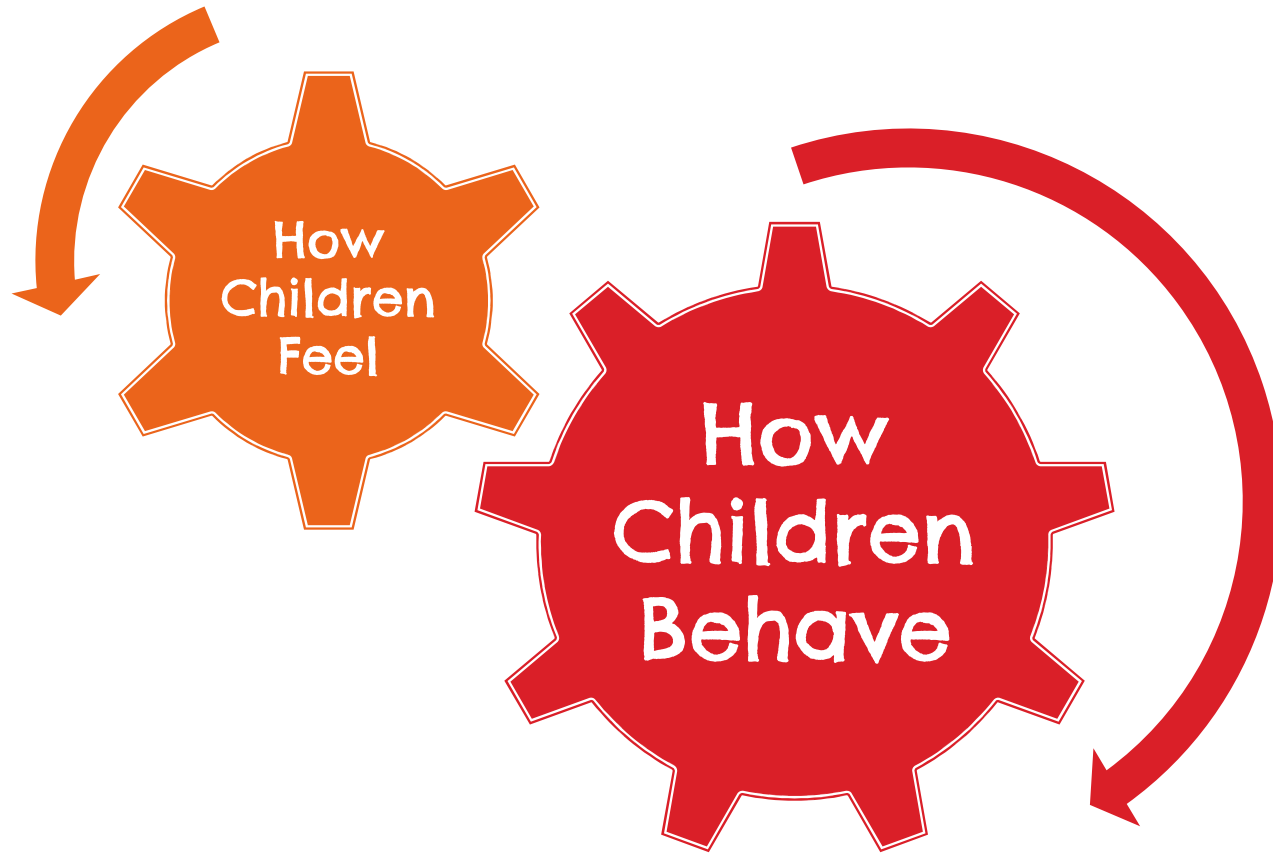
I won't

Everyday is  
different!

That's  
cup! I  
blu

e  
nit!

You're not the  
boss over me!



**Direct Connection**



# Role Play 1

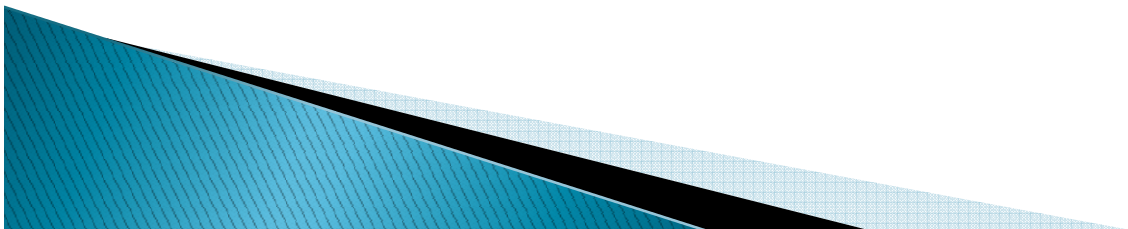
Child: Teacher, I am tired.

Teacher: You couldn't be tired. You just napped!

Child: *(louder)* But I am tired!

Teacher: You're not tired. You're just a little sleepy. Let's get changed for water-play now.

Child: *(wailing)* No, I AM TIRED!!!!



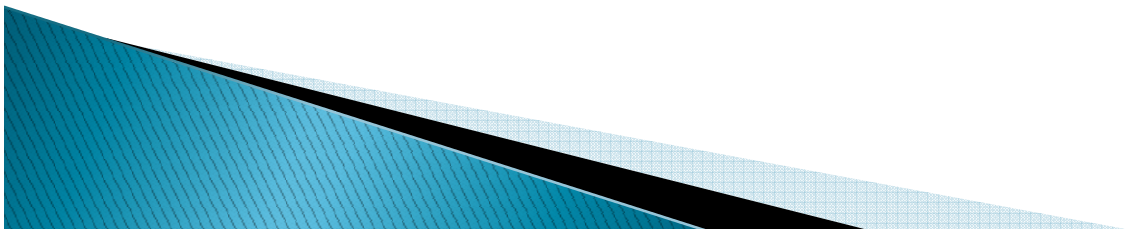
# Role Play 2

Child: Teacher, it's hot in here!

Teacher: It's cold. Keep your jacket on.

Child: No, I am hot!

Teacher: I said, keep your jacket on!



# Role Play 3

Child: That activity was boring.

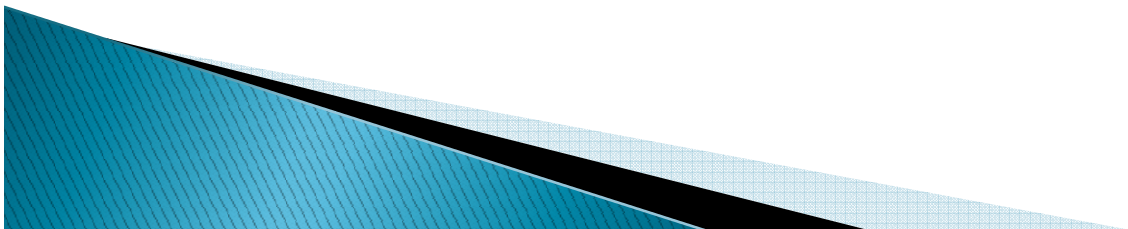
Teacher: It wasn't, it was very interesting.

Child: It was stupid.

Teacher: It was educational.

Child: It stunk!

Teacher: Don't talk that way!



# 8 ways of helping given what you hear

Denial of Feelings

The Philosophical Response

Advice

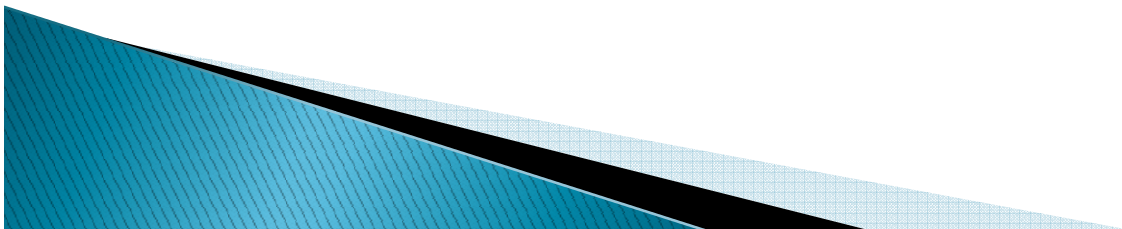
Questions

Defense of the Other Person

Pity

Amateur Psychoanalysis

An Emphatic Response



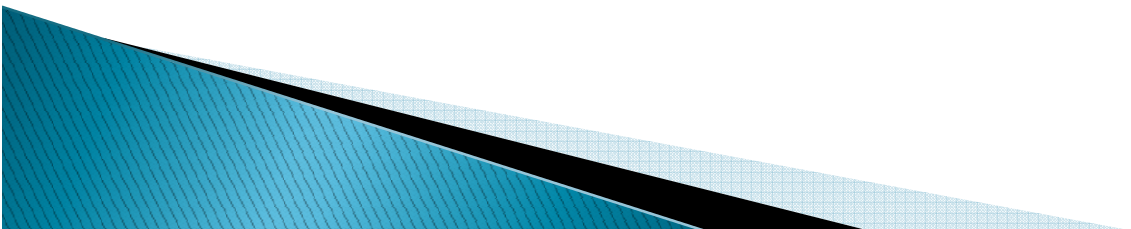


Listen with  
full attention

Acknowledge  
their feelings  
with a word

Give the  
feeling a  
name

Grant them  
their wishes  
in fantasy



**1. Instead of  
Half-Listening,  
Listen with  
Full Attention**

Give  
SOMEONE  
The gift  
OF YOUR  
~ FULL ~  
attention.

INSTEAD OF HALF-LISTENING,



It can be discouraging to try to get through to someone who gives only lip service to listening.

*Faber, A., & Mazlish, E. (1982) Helping children deal with their feelings.*

I. LISTEN WITH FULL ATTENTION.



It's much easier to tell your troubles to a parent who is really listening. He doesn't even have to say anything. Often a sympathetic parent will respond.

Faber, A., & Mazlish, E. (1982) *Helping children deal with their feelings.*

**2. Instead of  
Questions &  
Advice,  
Acknowledge  
with a Word**



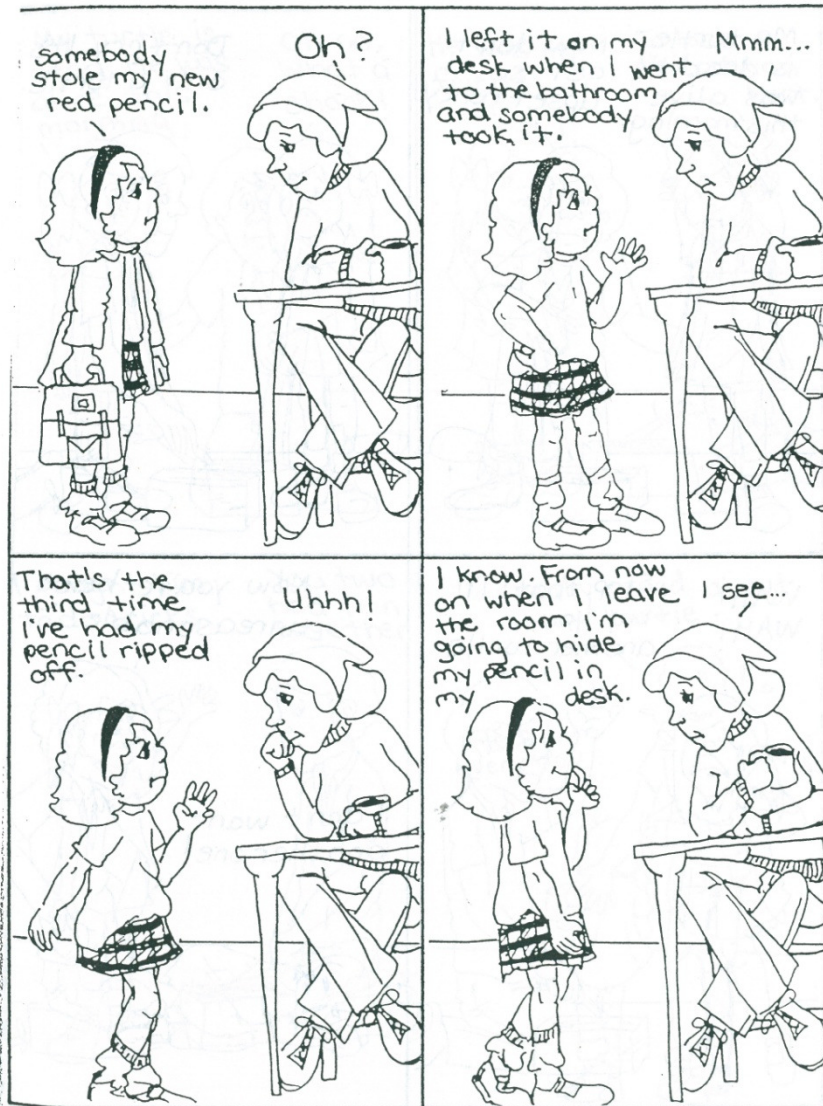
INSTEAD OF QUESTIONS AND ADVICE,



It's hard for a child to think clearly or constructively when someone is questioning, blaming, or advising her.

Faber, A., & Mazlish, E. (1982) *Helping children deal with their feelings.*

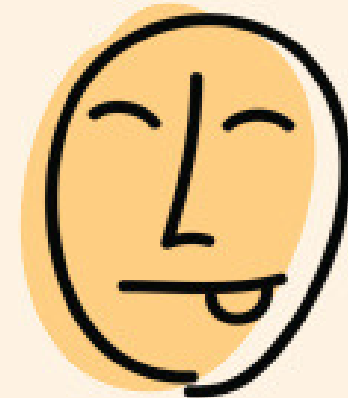
II. ACKNOWLEDGE WITH A WORD—"Oh . . . Mmm . . . I see."



There's a lot of help to be had from a simple "Oh . . . umm . . ." or "I see." Words like these, coupled with a caring attitude, are invitations to a child to explore her own thoughts and feelings, and possibly come up with her own solutions.

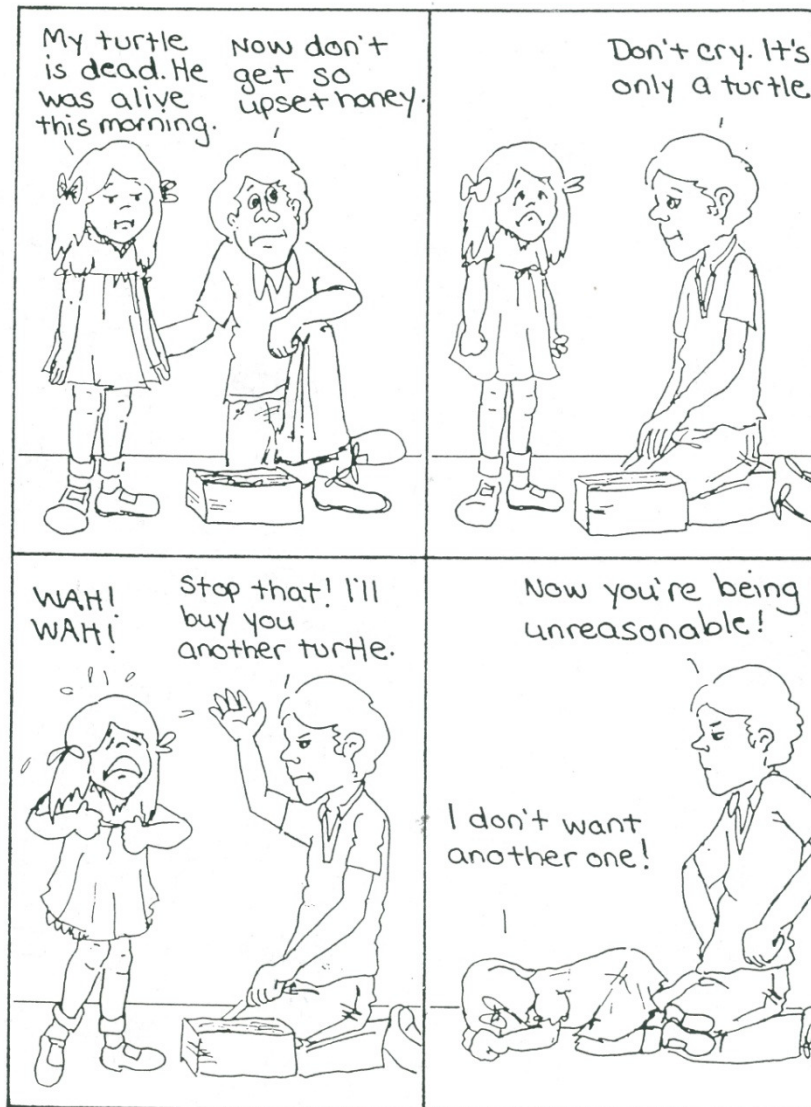
Faber, A., & Mazlish, E. (1982) *Helping children deal with their feelings.*

**3. Instead of  
Denying the  
Feeling,  
Give the  
Feeling a  
Name**





INSTEAD OF DENYING THE FEELING,



It's strange. When we urge a child to push a bad feeling away—however kindly—the child only seems to get more upset.

Faber, A., & Mazlish, E. (1982) *Helping children deal with their feelings.*

III. GIVE THE FEELING A NAME.



Parents don't usually give this kind of response, because they fear that by giving a name to the feeling, they'll make it worse. Just the opposite is true. The child who hears the words for what he is experiencing is deeply comforted. Someone has acknowledged his inner experience.

**4. Instead of  
Explanation &  
Logic,  
Give a Child  
His Wishes in  
Fantasy**



INSTEAD OF EXPLANATION AND LOGIC,



When children want something they can't have, adults usually respond with logical explanations of why they can't have it. Often the harder we explain, the harder they protest.

*Faber, A., & Mazlish, E. (1982) Helping children deal with their feelings.*

IV. GIVE A CHILD HIS WISHES IN FANTASY.



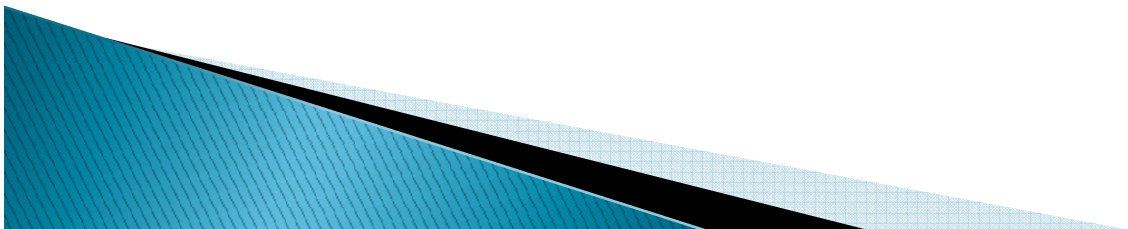
Sometimes just having someone understand how much you want something makes reality easier to bear.

*Faber, A., & Mazlish, E. (1982) Helping children deal with their feelings.*

# Activity: To acknowledge feelings handouts

Read each statement and figure out:

1. A word or two which describes what the child might want you to listen
2. A statement you might make to the child to show you understand the feeling



# Hold off the temptation of giving advice

Child: I'm tired!

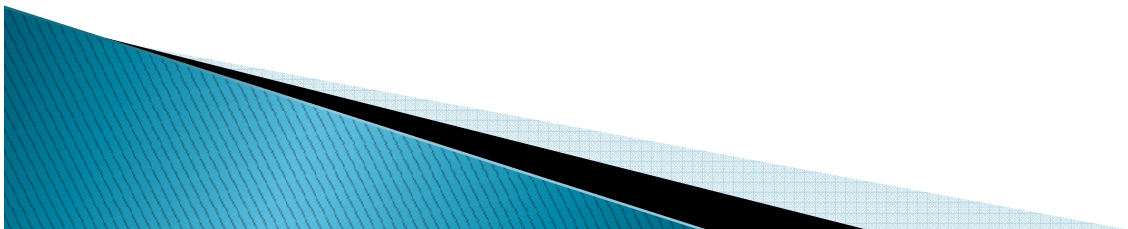
Teacher: Would you like to lie down and rest?

Child: I'm hungry!

Teacher: How about you eat something?

Child: I'm not hungry!

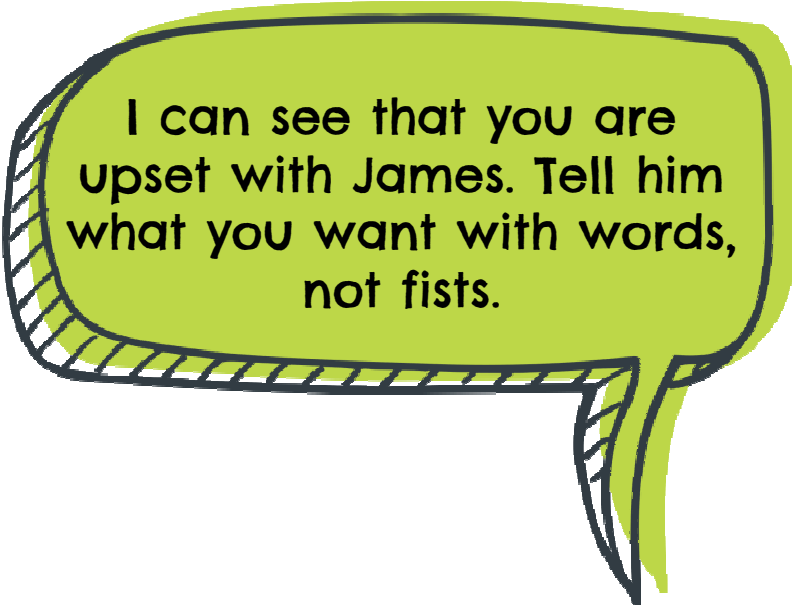
Teacher: Then don't eat.



# 4 *You Can!* tasks to take home

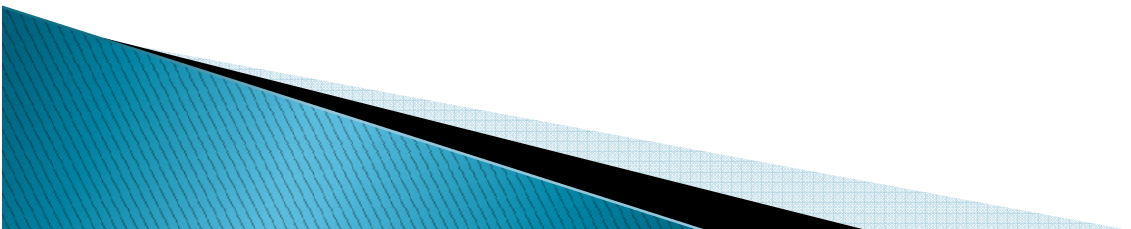






I can see that you are  
upset with James. Tell him  
what you want with words,  
not fists.

**All feelings can be accepted,  
Certain actions must be limited.**



**Q & A**

