

TRAINING SUMMARY

1. **Understanding Behavior:** An exploration of misbehavior and how it is an effort to signal a breakdown in the home, society and culture. It reviews an alternative approach to misbehavior by encouraging the acknowledgement of the signal and supports an act of appreciation for the one willing to take the pressure of signaling when such efforts are usually punished by those in authority.

2. **Boundaries for Mentors with Children in Therapy:** The value of creating boundaries is that it can assist the structure of the outing, support consistency in what is acceptable, provides positive role modeling, helps one honor commitments, and provides a respectful way to work out differences.

3. **Processing Information:** A review of the auditory, visual and experiential learning styles and how parents and teachers can help the children by individualizing their communication to their learning style.

4. **Learning:**

1. **When Choosing to Assist the Child's Learning:** How education by passes experiential learners as a result of the emphasis on visual and auditory input with the result that children who need the experience before the abstraction suffer from a severe loss of self-esteem. This is then followed by a presentation of “**Reverse Sequencing**” an innovative educational model that supports the learning style of the experiential learner.

5. **Training Part 2. Planning:**

1. **The Value and Advantage of Planning:** A review of the advantages of planning by exploring how it provides a means to establish a foundation of reasonable expectations, the means to achieve those expectations, and measurable reference points of progress.

2. **Planning Outline Form:** Developed with the child at the end of the previous meeting: Date, Location, Time, Purpose, Agenda, Resources, and Anticipated Outcome, Review, Feedback, and Lessons Learned.

6. **Training Part 3. Self-Esteem:**

1. **Self-Esteem, an Inner-View:** An exploration of Self-Esteem as viewed by our society and an investigation how misleading the concept is when looked at critically. Self-esteem is viewed as a degree of function rather than an arbitrary judgment of either the meaningless categories of high and low. Further certain human dynamics are discovered that can promote an increase of awareness in how to foster a revitalization of life energy in people who are confused as to how to positively interact with others in a good way.

2. **Self-Esteem Expectations:** An exploration of how much of what we perceive is based upon expectations, and how misleading that is. Further, it is interesting to look at self-esteem as a derivative of one's ability function.

3. **Self-Esteem Scale of Skill Sets:** A scale of human functions, attitudes and values that when combined together gives a accurate impression of a person's ability to function, and it assumes that the better one functions, the better one feels.

7. **Training Part 4. Building Empathetic Listening Skills**

1. **The Cultural Affect of Science on the English Language:** An exploration of the underlying foundations of science and as English is spoken it has a negative affect on relationships.

2. **How English Destroys Interpersonal Relationships and an Antidote:** It is suggested that English being strongly influenced by the culture of Science and Technology functions best in gathering information and calculating problems of a physical nature. However, when applied to human relationships, it surprisingly malfunctions and acts as a dissolving agent to human relationships. Empathetic English (Personal English) is presented made up of new sentences that are designed to support healthy interpersonal relations.

3. **Empathetic Listening Samples:** A comparison between Problem Solving, the scientific influenced use of English, and Empathetic Listening, (Personal English) the new form of interpersonal English. Eight dialogues are presented in this comparison.

4. **Crafting an Empathetic Dialogue:** The process and struggle in developing/crafting new dialogues that are empathetic in nature is demonstrated. A dialogue is tracked through its numerous revisions, so as to demonstrate the feasibility of the effort.

5. **Empathetic Listening Skills Practice. Create the Dialogue:** 23 sample problems to practice.

6. **Sympathetic Empathy:** The softening of empathy by including a pre-sentence of sympathy.

7. **Translations:**

1. Chinese

- a. How English Destroys Interpersonal Relationships
- b. Empathetic Listening Samples
- c. Crafting Empathetic Dialogues

2. Japanese

- a. How English Destroys Interpersonal Relationships
- b. Crafting an Empathetic Dialogue 1 - 11
- c. Crafting Empathetic Dialogues 12 - 15
- d. Crafting Empathetic Dialogues 16 -18

3. Spanish

- a. Comunicacion: Escuchando Effectivamente
- b. Escuchando Ejemplos
- c. Spanish Feeling Sentences

