

Thought of the Week

Alicia Stephens
Practical Product
2013

Superheroes social skills training, Rethink Autism internet interventions, parent training, EBP classroom training, functional behavior assessment: An autism spectrum disorder, evidence based practice (EBP) training track for school psychologists

US Office of Education Personnel Preparation Project:
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This product has been created for school psychologists working at the secondary level who meet with students on a regular basis either individually or in a small group. The purpose of this product is to help school psychologists spend more time teaching students new skills and inspiring/motivating students to do better, as well allowing discussion time to facilitate rapport building with the school psychologist.

This practical product idea comes from my work as an intern at a high school. School Psychologists are often required to provide counseling, instruction, and mentoring for students struggling with social, emotional, and behavioral problems. Many students coming straight out of a graduate program may feel unprepared and untrained for the amount of counseling required from our job. This product is intended to give School Psychologists talking points, or topics for discussion, to work with students individually or in small groups, so each time they leave the office they have learned something new or feel motivated to become better.

I have found many students have such unique backgrounds and individual challenges that I need to meet with students more often on an individual or small group bases, rather than in large groups. Meeting with so many kids individually or in small groups tends to take up much more time, and with such a brief amount of time I have to work with each student I find that I generally am only able to briefly check-in on what is happening in their life, how they are feeling, and then check-on grades and possibly problem solve situations together. Often times I have felt as if students are leaving my office without having learned something new. With such a short amount of time to teach students new skills, I have come up with some “thoughts” to help teach and motivate students.

This product provides a short "thought of the week" which should be placed on a stand or hung up in the office for students to see. The “thought” should be changed each week. These “thoughts” consist of a useful skill, motivational story, or interesting research fact pertaining to adolescents that can be discussed with the students to leave them on a good note and with more knowledge and/or skills that might help them in their everyday lives. General items for “thoughts” have been provided. School Psychologists should eventually add “thoughts of the week” that fit more with the needs of students within the population they working.

The Marshmallow Study:

One of the most important principles for success:
The ability to delay gratification – SELF-DISCIPLINE.



A psychology professor took kids that were 4 years old and put them in a room all by themselves. He would tell the child, "I'm going to leave you here with a marshmallow for 15 minutes, if after I come back and the marshmallow is still here, you will get another one, so you will have 2 marshmallows!"

Only 1/3rd of the children were able to wait the full 15 minutes.

15 years later (these kids were not 18-19 years old) they found that 100% of children who had not eaten the marshmallow were successful. They had good grades, were doing wonderful, were happy, had good plans, good relationships with their teachers/students, etc.

The researchers found that children who were able to wait longer for the preferred rewards tended to have better life outcomes, as measured by SAT scores, educational attainment, body mass index, and other life measures.

A great percentage of students who had eaten the marshmallow were in trouble, they did not make it to college, many had bad grades (some had good), some dropped out.

Mischel, W., Ebbe B., Ebbesen, Zeiss, A.R., 1972. Cognitive and attentional mechanisms in delay of gratification. *Journal of Personality and Social Psychology*, 21(2), 204-218.

DISCIPLINE

IS JUST CHOOSING BETWEEN
WHAT YOU WANT

NOW

AND

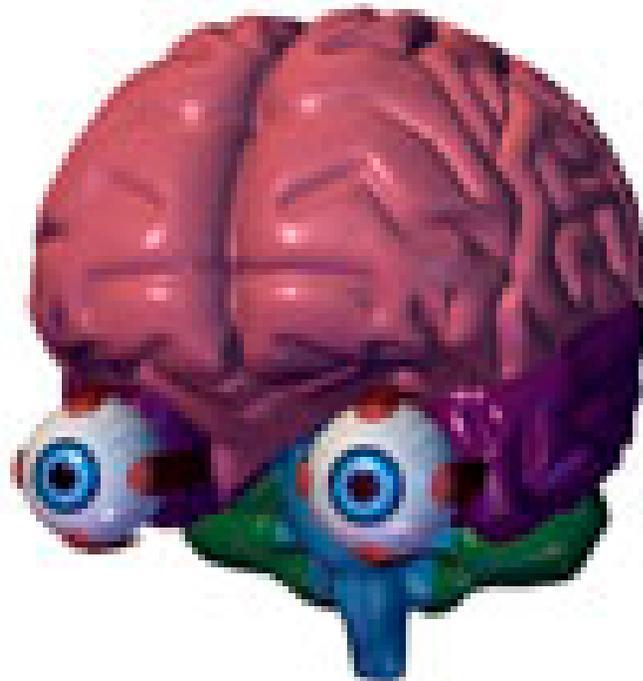
WHAT YOU WANT

MOST.

SLEEP MATTERS!

Impact on brains

- Kids brain are a work in progress until the age of 21.
- Much development occurs while sleeping.
- Research has shown that sleep has an impact on:
 - Academic Performance
 - Emotional Stability
 - Obesity
 - ADHD



Several scientists have noted that many hallmark traits of modern adolescence – moodiness, impulsiveness, disengagement – are all symptoms of chronic sleep deprivation.

Sleep Deprivation

Moodiness/Irritability
Headaches
Inability to handle stress
Impulsiveness
Lack of coordination
Difficulty recalling information
Depression
Disengagement

Teenager mood characteristics

Moodiness/Irritability
Inability to handle stress
Impulsiveness
Depression
Disengagement

Sleep Deprivation Effects School Performance!

A research study conducted on 4th and 6th graders – some were randomly given instructions to either go to bed 30 minutes earlier or stay up 30 minutes later for 3 nights in a row. Each child was given an actigraph (device like a wrist watch that detects sleep activity). The first group managed to get 30 minutes more of true sleep per night, the second group got 30 minutes less per night. After the 3rd night, the next day at school they were given intelligence tests. The performance gap caused by an hour's difference in sleep was bigger than the gap between a normal 4th grader and a normal 6th grader. (slightly sleepy 6th graders will perform in class like a mere 4th grader). A loss of one hour of sleep is equivalent to the loss of 2 years of cognitive maturation and development.

- 30 minutes more vs. 30 minutes less of sleep
- Performance gap caused by this loss of sleep over 3 days was about 2 years of cognitive maturation and development! Slightly sleepy 6th graders will perform in class like mere 4th graders! Does the same apply to high school? Probably...

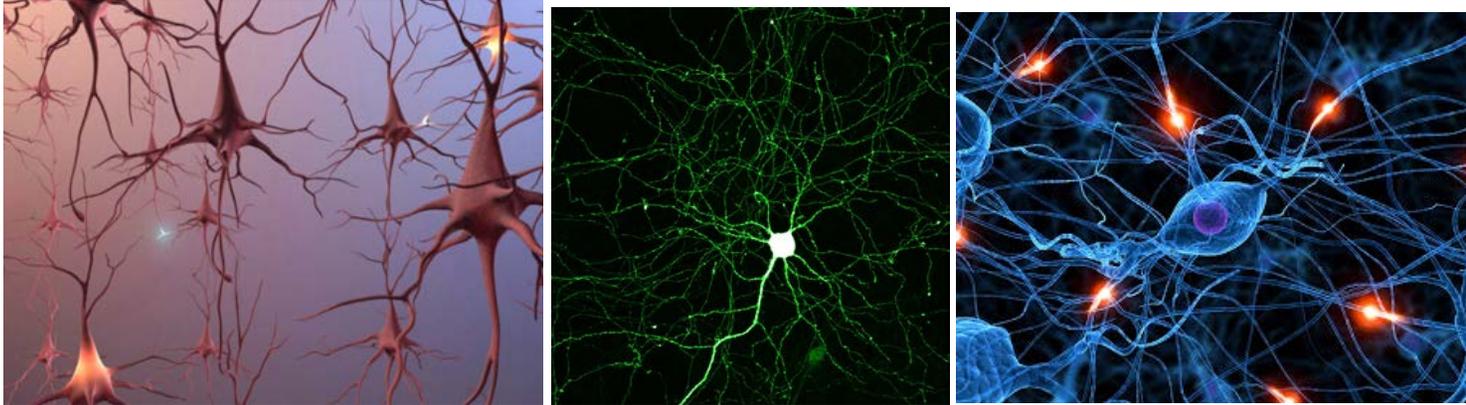
Connection Between Sleep Habits and Grades:

Two separate studies done on high school students showed that teens who received A's averaged about 15 more minutes of sleep than the B students, who in turn averaged 15 minutes more sleep than the C's, and so on.

Every 15 minutes count!



How does sleep loss effect the brain?



- Tired kids can't remember what they just learned.
- Inattentive in class – difficulty with impulse control, distractible.
- A tired brain is not creative/cannot problem solve very well.

Talking Is Overrated: Girls Talking Can Lead to Depression



Some researchers found out that “co-rumination” – talking with friends about each others’ problems has an impact on well-being. Guys generally viewed the activity as a waste of time. Girls were far more likely to develop issues with depression and anxiety than the girls who were less social. The researcher stated her belief that many girls talk about their problems at an unhealthy rate, which increases the amount of time they spend focused on said problems, which makes the problems seem much worse than they actually are.

“The power of can’t: The word ‘can’t’ makes strong people weak, blinds people who can see, saddens happy people, turns brave people into cowards, robs a genius of their brilliance, causes rich people to think poorly, and limits the achievements of that great person living inside us all.”

- Robert T. Kiyosaki

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. Twenty six times I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

- Michael Jordan



Native American Cherokee – “Bad Wolf, Good Wolf”

A grandfather from Cherokee Nation was talking with his grandson.

“A fight is going on inside me,” he said to the boy.

“It is a terrible fight between two wolves.” The young grandson listened intently.

“One wolf is evil, unhappy, and ugly: He is anger, envy, war, greed, selfishness, sorrow, regret, guilt, resentment, inferiority/superiority, false pride, coarseness, and arrogance. He spreads lies, deceit, fear, hatred, blame, scarcity, poverty, and divisiveness.”

“The other wolf is beautiful and good: He is friendly, joyful, loving, worthy, serene, humble, kind, benevolent, just, fair, empathetic, generous, honest, compassionate, grateful, brave, and inspiring resting wholeheartedly in deep vision beyond ordinary wisdom.”

Grandfather continued; “this same fight is going on inside you, and inside all human beings as well. The grandson paused in deep reflection and recognition of what his grandfather had just said. Then he finally cried out deeply; “Grandfather, which wolf will win this horrific war?” The elder Cherokee replied, “The wolf that you feed. That wolf will surely win!”





One wolf is good
and honest.
He is filled with
kindness, love,
and compassion.
He is patient, generous,
lives humbly
and peacefully
in the world.




**DON'T FEED
THE BAD WOLF.**

The other wolf is cruel
and a liar.
He is filled with
hate, anger,
and resentment.
He is greedy, arrogant,
lives selfishly
and causes destruction
and pain in the world.

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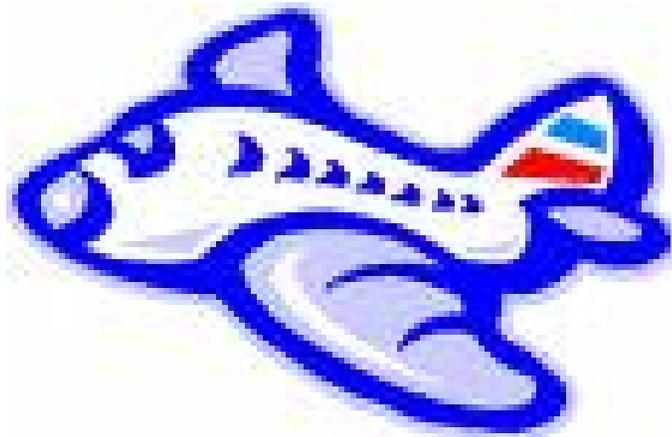
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Discussion - Mind Monsters (bad wolf/good wolf) – The bad wolf can represent unhelpful or distressing thoughts. Fighting monsters may seem futile, like there isn’t much to do to stop/fight them (fighting may help for a while but they keep coming back), but like all monsters, they need food. Deprive them of food and they’ll eventually go off seeking sustenance elsewhere (they feed off our reactions – our believing those monsters, reacting to them, being upset by them). If we can stop “feeding” the monsters – they’ll get weaker and weaker and eventually move away. Others will come, but again we can choose not to feed them – by changing the way we think and react, and by paying more attention to the “good wolf” in us.

The Plane Crash

Not so long ago, a plane landed seemingly miraculously on the River Hudson. All 155 people came out alive. What did those 155 people feel as they stood on dry land and realized what they'd been through? Would they all have had the same reaction? Absolutely not! Many would have felt very distressed and upset – they nearly died, and they might decide never to fly again as it's clearly too dangerous. Others might have had overwhelming relief and happiness at having survived. Some might decide to live life to the fullest as a result of their experience, and be determined to fly even more. There could be 155 different reactions. Same event, different responses. It's not the event which causes our emotions, it's the meaning we give them.

(Ayres 2009)



The Quicksand

When we're stuck in quicksand, the immediate impulse is to struggle and fight to get out. That is exactly what you mustn't do in quicksand because as you put weight down on one part of your body (your foot), it goes deeper. The more you struggle, the deeper you sink. It is very much a no-win situation. With quicksand there's only one option for survival. Spread the weight of your body over a large surface area – lay down, it goes against all our instincts, but it is what we must do. So it is with distress. We struggle and fight against it, but we've perhaps never considered just letting it be, and being with the distressing thoughts and feelings, but if we did, we'd find that we get through it and survive – more effectively than if we'd fought and struggled. (*Hayes et al 1999*)

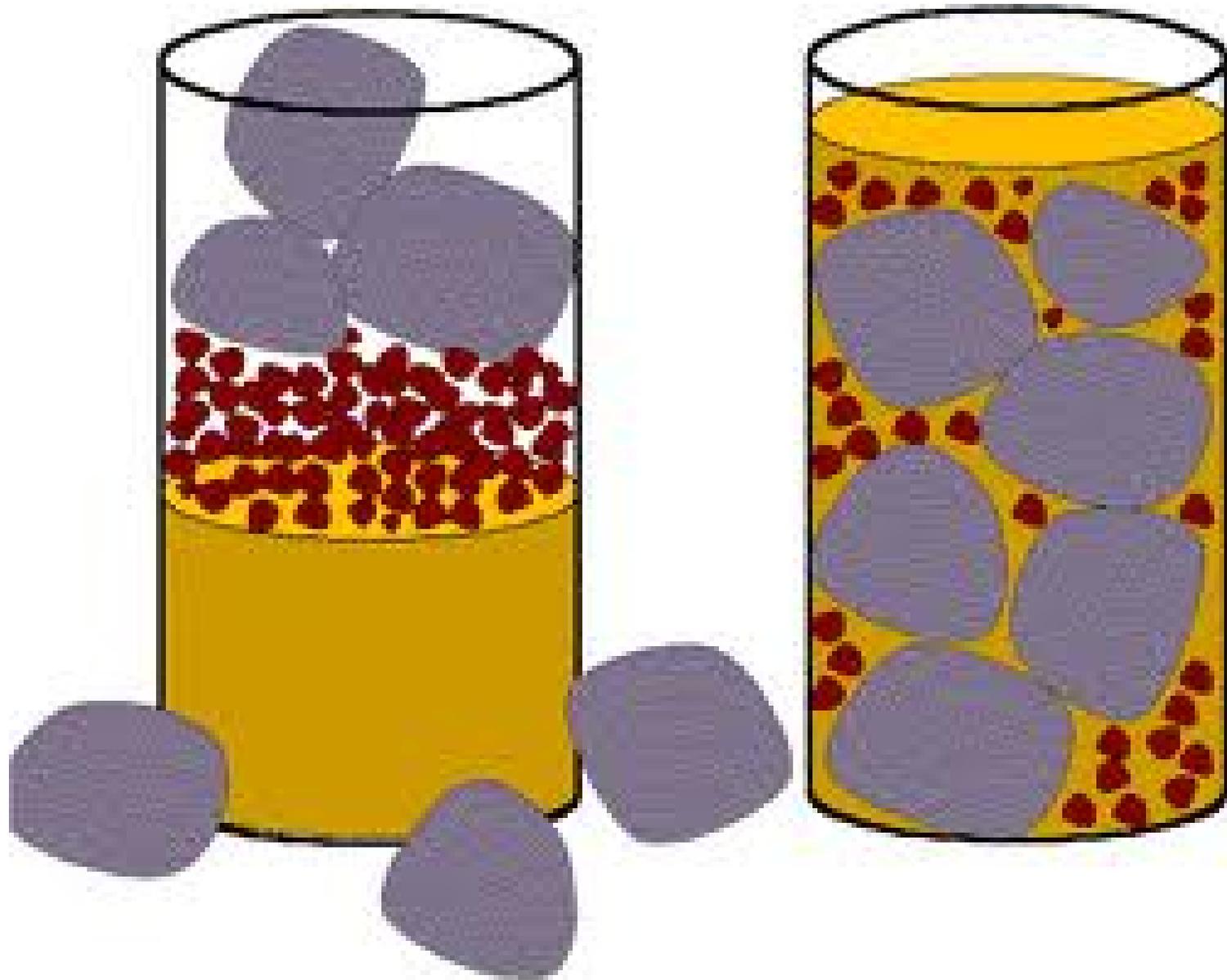


Story of the Traveler



"Once upon a time, there was a traveler who had a long way to go. He was carrying a huge rucksack. As he travelled, the rucksack became heavier and heavier because he had the curious habit of putting a stone in his sack whenever he encountered any difficulty. The further he went, the more he felt the painful weight of the sack on his shoulders, and the sooner he became exhausted and had to rest. People who saw him stumbling commented on the heavy load he carried, but this only offended him. When he finally realized that resting did not mitigate his pain, he took off his rucksack. After much hesitation, he opened the sack and looked at everything he had collected. He removed the stones one by one, examined them and felt their weight in his hands. When all the stones were lying on the ground, he decided to build a statue as a memorial to all the difficulties he had encountered and survived on his journey. When he finished building the statue, he realized that it also symbolized his ability to continue on his travels in a much better and lighter manner than before."

The Important Things in Life





The Important Things in Life

A Professor stood before his philosophy class and had some items in front of him. When the class began, wordlessly, he picked up a very large and empty mayonnaise jar and proceeded to fill it with golf balls. He then asked the students if the jar was full. They agreed that it was.

So the Professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles rolled into the open areas between the golf balls. He then asked the students again if the jar was full. They agreed it was.

The Professor next picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. He asked once more if the jar was full. The students responded with a unanimous "Yes."

The Professor then produced two cans of beer from under the table and poured the entire contents into the jar, effectively filling the empty space between the sand. The students laughed.

"Now," said the Professor, as the laughter subsided, "I want you to recognize that this jar represents your life.

The golf balls are the important things - your family, your children, your health, your friends, your favorite passions - things that if everything else was lost and only they remained, your life would still be full.

The pebbles are the other things that matter like your job, your house, your car. The sand is everything else - the small stuff."

"If you put the sand into the jar first", he continued, "there is no room for the pebbles or the golf balls. The same goes for life. If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are critical to your happiness. Talk with your parents, hang out with your friends, take time to get medical checkups. There will always be time to clean the house, and fix the disposal. Take care of the golf balls first, the things that really matter. Set your priorities. The rest is just sand."

When he had finished, there was a profound silence. Then one of the students raised her hand and with a puzzled expression, inquired what the beer represented.

The Professor smiled. "I'm glad you asked. It just goes to show you that no matter how full your life may seem, there's always room for a couple of beers."

Make the Most of What You Are Given

Once upon a time there was a farmer who had a small farm not far from a country village. He owned very little, but from this small farm he was able to support his family. Of the few things that he did own, one was an old mule. For years the old mule had helped him plow his field, carry his produce into the village, and, harnessed to a cart, drive his family to church every Sunday.

The village near where the farmer lived liked to celebrate all the annual festivals, and for the coming New Year decided to have a fireworks display. Nobody stopped to think about how this might affect an old mule in a nearby paddock.

The mule was standing in his paddock, head drooped toward the ground, eyes closed, slumbering peacefully on New Year's Eve when suddenly the sky exploded with weird flashes of light and cannon-like bangs that could have heralded the start of a war. The poor mule, thinking the world was coming to an end, fled in terror, blindly running across the paddock. As it happened, there was an old well in the paddock. It was dry and unused, having failed to continue its supply of water many years ago. Normally the mule would have avoided it with great care. But in the pitch black of the night and overwhelmed by terror, the mule stumbled and fell down the narrow well. Fortunately, he landed unharmed at the bottom.

The next day the farmer was surprised to find his mule missing and began to search around his property. It wasn't long before he heard a faint, echoing bray coming from the depth of the well and to his dismay found his mule at the bottom. There was no way he could safely climb down the old well to get the mule. There wasn't a long enough ladder in the village to reach the bottom and, even if he had been able to get down, how would he get the mule out? He called his farmer friends to help. They thought of rigging up a winch to lower the farmer down to the mule, but the walls of the well were too old and crumbling. It was too risky. Even if they had lowered someone down, how could he attach a harness to lift the mule out, in such a small space?

The farmers stood around the well peering down, scratching their heads. "It's hopeless," said one. "Impossible," said another. "He is just going to die a slow, miserable death down there," said a third. "Best put him out of his misery." So the farmers picked up some shovels and started to throw soil down the well to bury the mule.

At the bottom of the well, the mule felt this weird stuff, like dry rain, falling on his back; he gave himself a shake and the soil fell around his hooves. The mule stomped around a little and the soil hardened underneath his hooves. More soil fell on his back. He shook it off and again stamped around some more. He was surprised to find that, after doing this for a while, the bottom of the well had risen an inch or two. He was looking at the wall a little higher than he had been before. The more soil the farmers shoveled in, the more the mule shook it off and trampled it firm under his hooves – and the higher he rose up toward the surface, bit by bit. Yes, as you have guessed, the mule eventually made his way to the top – and was saved.

Story – Make the Most of What you are Given

Problems Addressed

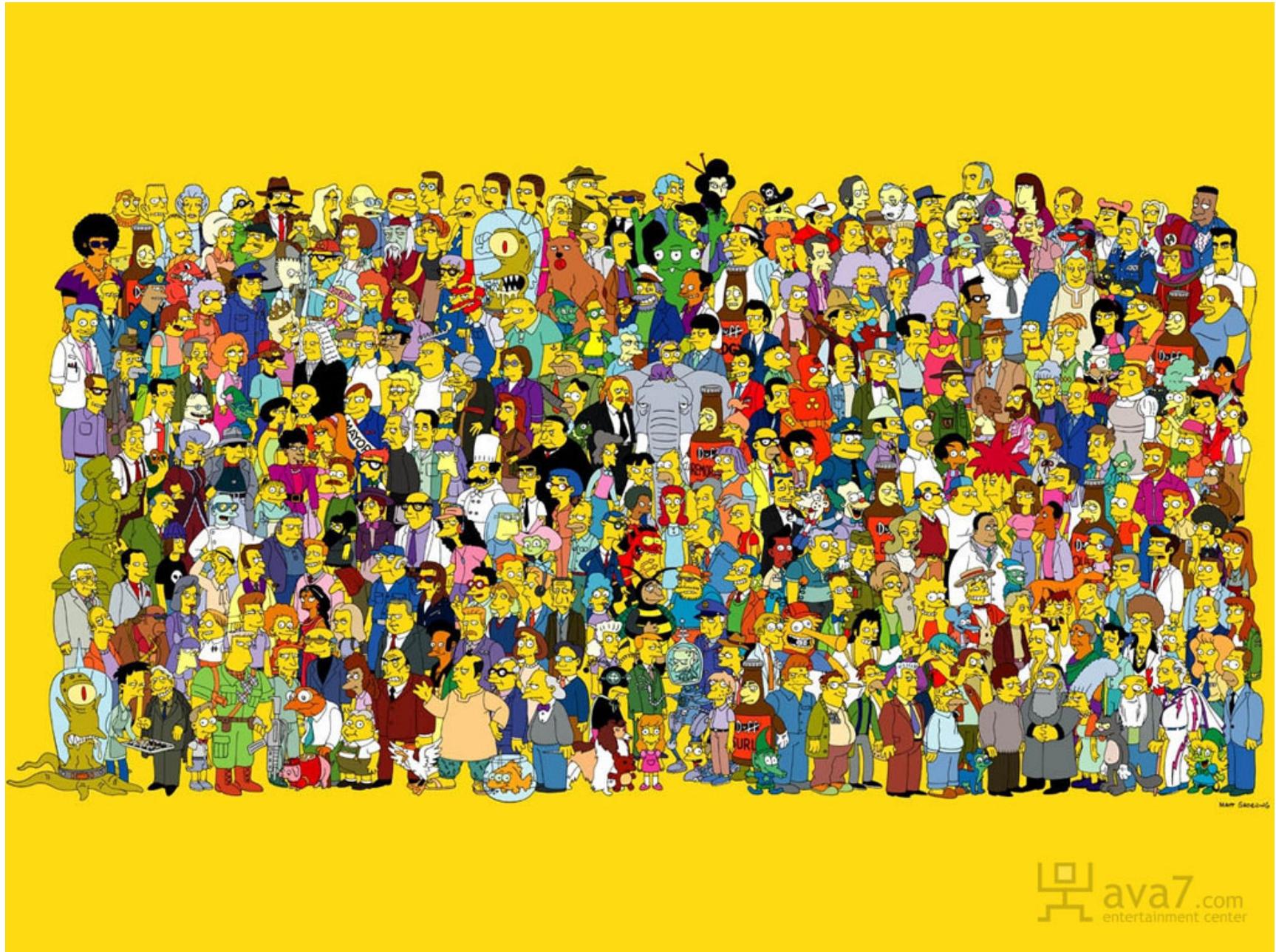
- fear and panic
- being stuck in a difficult place
- feeling helpless and hopeless

Discussion

- Using what is available
- Looking for alternative solutions
- Doing what you can in the circumstances
- Accepting progress in small increments

Burns, G.W. (2005). *101 Healing stories for kids and teens: Using metaphors in therapy*. New Jersey: John Wiley & Sons Inc.

Social Influences



Discussion:

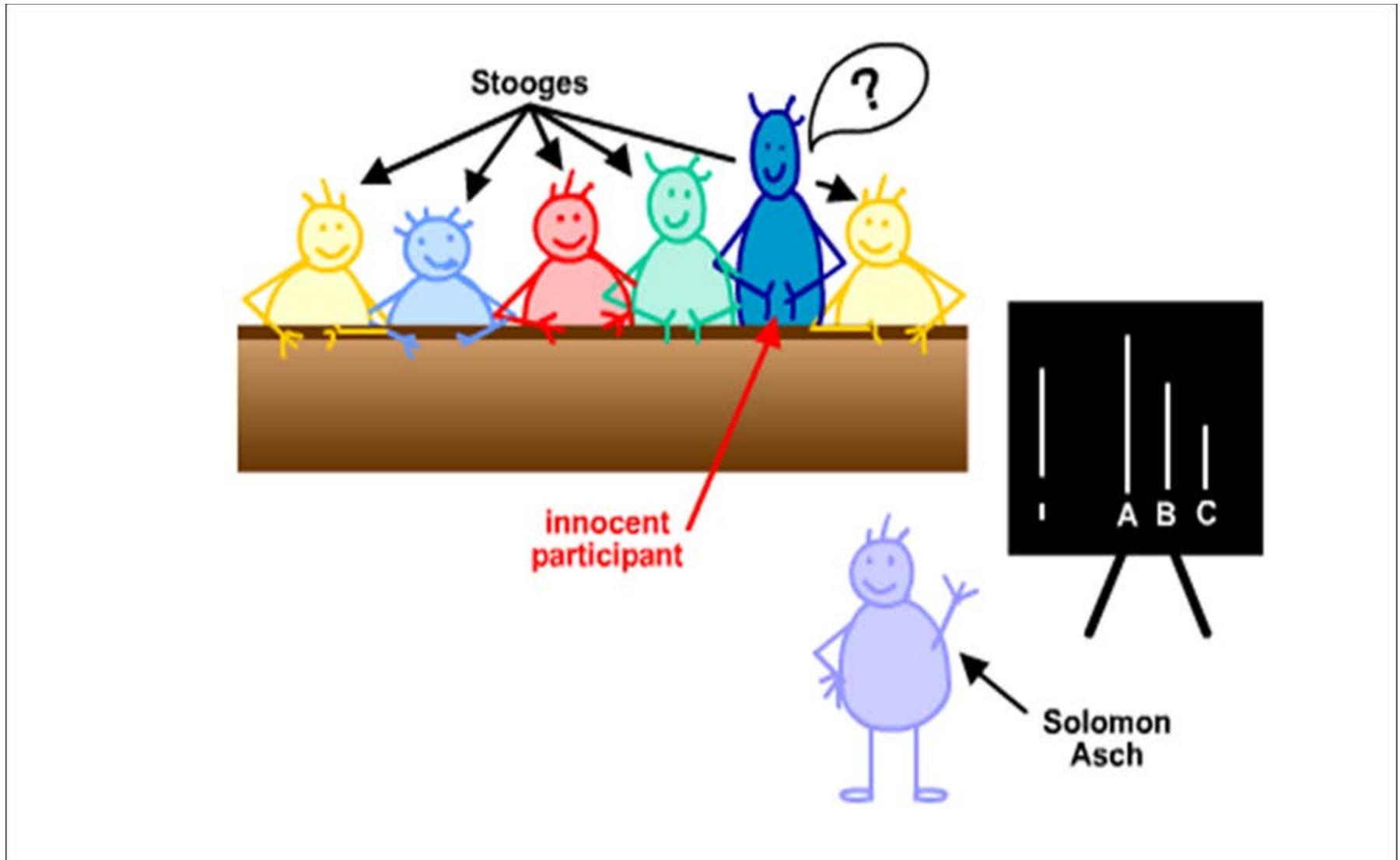
What is Peer Pressure? -

a social influence to adopt a particular type of behavior, dress, or attitude in order to be accepted as part of a group of your peers.

Peer influence is not necessarily a bad thing. We are all influenced by our peers, both negatively and positively, at any age.

Conformity itself is something of a mixed blessing. In many situations we need conformity. In fact, many aspects of our social lives would be much harder if we didn't conform to a certain extent – whether it's to legal rules or just to queuing in the post office. For teens, as school and other activities take you away from home, you may spend more time with your friends than you do with your parents and siblings. As you become more independent, your peers naturally play a greater role in your life. Sometimes, though, particularly in emotional situations, peer influence can be hard to resist—at some point in your life it will likely become "pressure"—and you may feel compelled to do something you're uncomfortable with.

Conforming to the Norm – Peer Pressure



Ashe brought male college student one at a time, into a room with eight other people who were passed off as fellow participants. They were then shown three lines with another for comparison, similar to the figure above. Participants were asked to call out which line – A, B or C – was the same length as the reference line. This procedure was repeated 12 times with participants viewing variations of the above figure.

What the participants didn't realize was that all the other people sat around the table were in on the game. They were all told by the experimenter to give the wrong answer. On half of the trials they called out the line that was too short, and on the other half the line that was too long.

The real experimental participant, who knew nothing of this, was actually the sixth to call out their answer after five other participants had given the wrong answer.

- <http://www.youtube.com/watch?v=TYIh4MkcfJA>

- When standing alone against the group – much more conformed to the group. Different reasons for conforming:

Distortion of judgment, thinking everyone else must be right

avoiding discomfort of disagreeing with the group

- When given a partner who also gives the correct response – conformity drops to only 5%.

Power of the group comes from unanimity, not from numbers. When unanimity is punctured the power of the group is greatly reduced.

- What can we learn from this? How can this translate to real life?

People will conform on things like this that don't even matter, with people they don't even know! What is the pressure like with friends?

Just takes one person standing up for what is right to take the power away from the group, allows others to feel more comfortable to avoid conforming!

Surprising Findings

50% of people gave the same wrong answer as the others on more than half of the trials.

Only 25% of participants refused to be swayed by the majority's blatantly false judgment on all of the 12 trials.

5% always conformed with the majority incorrect opinion (we all know people like that, right?!)

Over all the trials the average conformity rate was 33%.

While there's no surprise that we copy each other, it's amazing that some people will conform despite the evidence from their own eyes. Imagine how much more pressure there would be to conformity in everyday life situations with people you like/respect.

Peer Pressure - Don't be a Lemming!



Peer Pressure Discussion:

- The pressure to conform affects everyone.

- Understanding how and when puts you one step ahead of the pack.
Understand your own behavior
Understand how others will behave
- Don't be a lemming!!!

Conformity is such a strong influence in society that it's impossible to understand human behavior without it. Psychological experiments show that people will deny the evidence of their own eyes in order to with other people. (Asch research study)

Understanding when we conform has all kinds of practical real-world benefits, depending on your aims: it can help you understand your own behavior as well as understand how others will behave under a variety of different situational pressures.

Ten Influencers of Conformity

1. Group size - One of the most important factors affecting whether or not people conform is the size of the group around them. Maximum conformity is seen when groups reach between 3 and 5 people. Add more people and it makes little difference, less than 3, though, and conformity is substantially reduced.
2. Dissent - As soon as there's someone who disagrees, or even just dithers or can't decide, conformity is reduced.
3. Are they one of us? - People conform much more strongly to others who are in the same group as them. These influences are even stronger for attractive people who we like. Group size and dissent make little difference when the people themselves are not part of 'our' group.
4. Mood - Moods can have complex effects on conformity, but there's some evidence that we're more likely to conform when we're in a good mood than a bad mood.
5. Need for structure - While personality might not be as important as the situation in which people are put, it none the less has an effect. Some people have more of a 'need for structure' and consequently are more likely to conform
6. Social approval - People use conformity to ingratiate themselves with others. Conforming also makes people feel better about themselves by bolstering self-confidence. Some people have a greater need for liking from others so are more likely to conform. Have you noticed that nonconformers are less likely to care what other people think of them? Nonconformity and self-confidence go hand-in-hand.\
7. Culture - Collectivist cultures (typically East Asian) conform more because nonconformity is more strongly associated with deviance. Most concerned with the function of the group. Western cultures have more individualist attitudes so people from those cultures are less likely in general to conform. Studies have shown average conformity rates in collectivist cultures of between 25% and 58% whereas average conformity in individualist cultures is between 14% and 39%.
8. Authority - When faced with an authority figure mere conformity can be transformed into obedience. Milgram's studies of obedience show that people will administer dangerous electric shocks if told to by a white-coated authority figure. People don't always blindly follow authority figures though, studies show a huge range in obedience, from 12% to 92% depending on the social context
9. Social norms - Other people affect us even when they're not present. Whether or not we recycle, litter the street or evade tax often comes down to our perception of society's view. Most of us are strongly influenced by thinking about how others would behave in the same situation we are in, especially when we are unsure how to act
10. Reciprocation - The power of reciprocation is frequently undervalued, but it is incredibly strong and influential across all human cultures. On an everyday level it means that if I give you something, you feel compelled to give me something back.

Peer Pressure Experiment

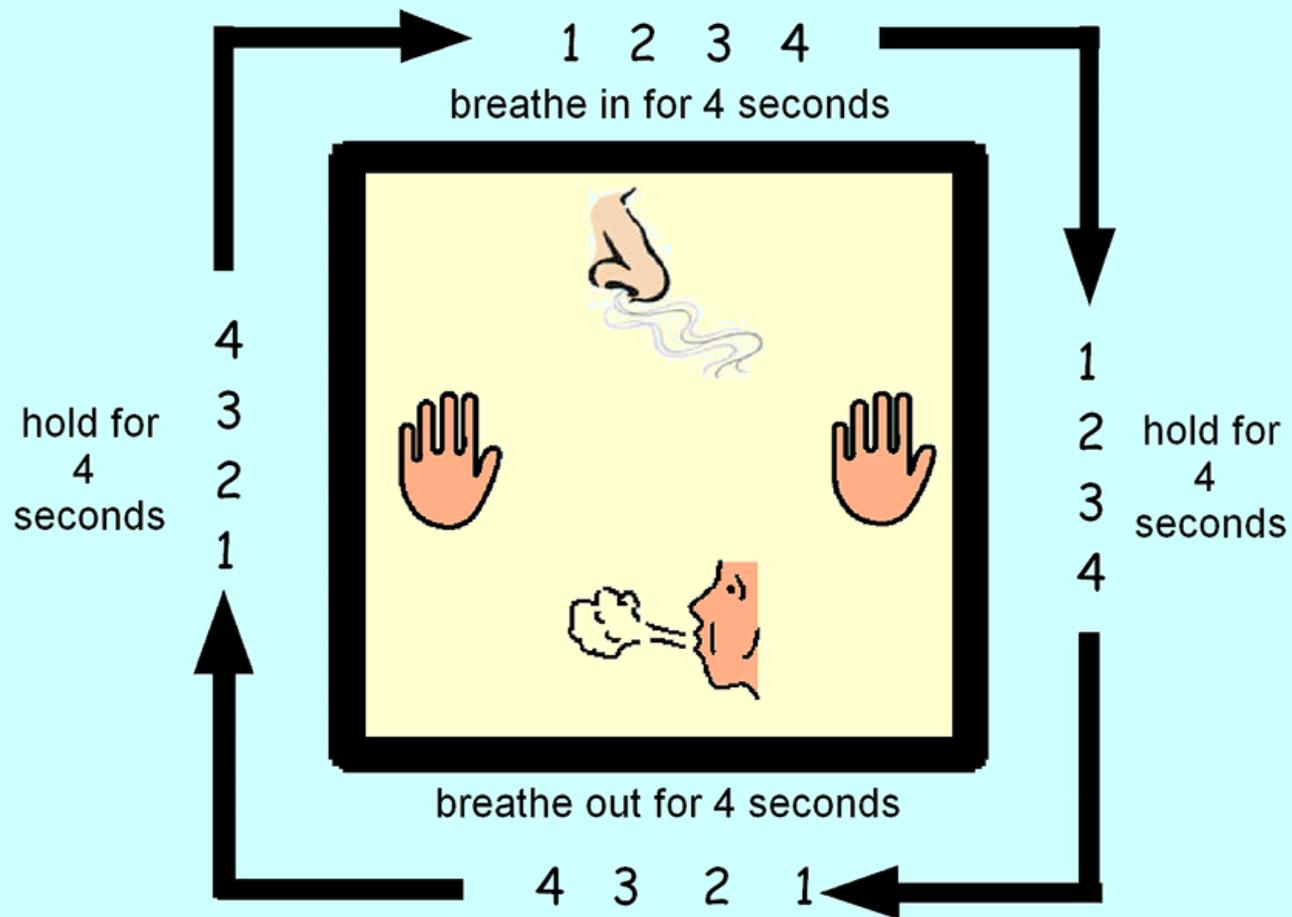
- <http://www.youtube.com/watch?v=RVOIwxvxhbY>

Peer Pressure Scenarios

- A few of your buddies wants to you sluff class with them.

- A group of friends go to the mall and they decide they want to shoplift.
- A group of friends are at a party and someone offers you all alcohol. All but 2 of you instantly say yes but the others aren't so sure...
- Some kids you know are making fun of a student with a disability and are trying to get you to join in
- A group of friends are hanging out and 1 of them pulls out a cigarette and says that he/she wants to try smoking and offers everyone to try it with him/her.

SQUARE BREATHING



4-square breathing

The purpose of this breathing technique is to slow your breathing to combat the effects of the body's fight-or-flight response. It can be a useful skill for students who have panic attacks or suffer from an anxiety disorder.

How 4-square breathing works

- Breathe in slowly through your nose for a count of 4.
- Hold your breath for a count of 4.
- Breathe out through your mouth for a count of 4.
- Hold for a count of 4.

When you breathe in, relax your chest and breathe with your diaphragm. Your belly should move, not your chest. This will help you take air deeply into your lungs. It may also help to close your eyes.

The technique can be done for as long as needed until the person is calm, but should be done for at least 1 minute.

The individual should clear their mind and picture drawing a square as they breathe in and out, drawing each line of the square in their mind with their breath.



Progressive Muscle Relaxation

Progressive Muscle Relaxation Technique

Discuss what the body feels like when it is anxious. Muscle tension often accompanies anxiety.

PMR is a technique used for reducing anxiety by alternately tensing and relaxing the muscles. One can reduce anxiety by learning how to relax the muscular tension. This technique entails both a physical and mental component.

The physical component involves the tensing and relaxing of muscle groups over the legs, abdomen, chest, arms and face. With the eyes closed and in a sequential pattern, a tension in a given muscle group is purposefully done for approximately 5 seconds and then released for 20 seconds before continuing with the next muscle group.

The mental component focuses on the difference between the feelings of the tension and relaxation. Because the eyes are closed, one is forced to concentrate on the sensation of tension and relaxation. In patients with anxiety, the mind often wanders with thoughts such as "*I don't know if this will work*" or "*Am I feeling it yet.*" If such is the case, the patient is told to simply focus on the feelings of the tensed muscle. Because of the feelings of warmth and heaviness are felt in the relaxed muscle after it is tensed, a mental relaxation is felt as a result. With practice, the patient learns how to effectively relax and deter anxiety when it becomes at an unhealthy level where an anxiety attack would otherwise occur.

The individual should start by sitting or lying down in a comfortable position. With the eyes closed, the muscles are tensed (5 seconds) and relaxed sequentially through various parts of the body. A whole PMR session takes approximately 30 minutes. The technique takes practice, it generally does not work as effectively as it should the first couple of times.

Step 1. Assume a comfortable position. You may lie down; loosen any tight clothing, close your eyes and be quiet.

Step 2. Assume a passive attitude. Focus on yourself and on achieving relaxation in specific body muscles. Tune out all other thoughts.

Step 3. Tense and relax each muscle group as follows:

Hands - Extend your arms in front of you. Clench your fists tightly for five seconds. Relax. Feel the warmth and calmness in your hands. Forearms - Extend your arms out against an invisible wall and push forward with your hands for five seconds. Relax. Upper arms - Bend your elbows. Tense your biceps for five seconds. Relax. Feel the tension leave your arms. Shoulders - Shrug your shoulders up to your ears for five seconds. Relax. Forehead - Wrinkle your forehead, try to make your eyebrows touch your hairline for five seconds. Relax. Eyes and nose - Close your eyes as tightly as you can for five seconds. Relax. Lips, cheeks and jaw - Draw the centers of your mouth back and grimace for five seconds. Relax. Feel the warmth and calmness in your face. Back - Arch your back off the floor for five seconds. Relax. Feel the anxiety and tension disappearing. Stomach - Tighten your stomach muscles for five seconds. Relax. Hips and buttocks - Tighten your hip and buttock muscles for five seconds. Relax. Thighs - Tighten your thigh muscles by pressing your legs together as tightly as you can for five seconds. Relax. Feet - Bend your ankles toward your body as far as you can for five seconds. Relax. Toes - Curl your toes as tightly as you can for five seconds. Relax.

Step 4. Focus on any muscles which may still be tense. If any muscle remains tense, tighten and relax that specific muscle three or four times.

Step 5. Fix the feeling of relaxation in your mind. Resolve to repeat the process again.

The World Needs All Kinds of Minds



Temple Grandin

The World Needs All Kinds of Minds

The autistic mind attends to details. The normal brain ignores the details.

Autism faster response time to small letters.

Temple Grandin was diagnosed with autism at the age of 2 in 1949. Suffered from delayed speech development (began talking at the age of 4). Said that middle and high school were the most unpleasant times of her life. She was the “nerdy kid” whom everyone ridiculed.

She is known for her work in humane livestock handling processes.

She was listed in the Time 100 list of the 100 most influential people in the world in the “Heroes” category.

Different thinking patterns -

- Photo Realistic Visual Thinkers – poor at algebra

- Pattern Thinkers – music and math

- Verbal Mind – poor at drawing, know lots of things

Temple claims she is a primarily visual thinker and has said that words are her second language. Temple attributes her success as a humane livestock facility designer to her ability to recall detail, which is a characteristic of her visual memory. Grandin compares her memory to full-length movies in her head, that can be replayed at will, allowing her to notice small details. She is also able to view her memories using slightly different contexts by changing the positions of the lighting and shadows. Her insight into the minds of cattle has taught her to value the changes in details to which animals are particularly sensitive, and to use her visualization skills to design thoughtful and humane animal-handling equipment.

Capable of noticed what bothered animals

Thinks in pictures. Think about a church steeple, general vs. specific pictures

Bottom-up thinking, takes little pieces and puts pieces together like a puzzle

Visual thinking helped her in her work designing cattle-handling facilities. Could test-run a piece of equipment in her mind.

Not every autistic kid is a visual thinker

Autism – specialist mind, good at some things, bad at other things

Autistic mind tends to be fixated

World needs all different kinds of minds to work together.

Smart geeky kids not very social,

Need to be turned on to things they can be passionate about

http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html