

Thrive Approach Pen Portraits

Pen Portrait for DOING - Childhood Years

The inner world of the child:

A child with a DOING interruption feels helpless and insecure and struggles to make sense of the world around them. They may be timid, lacking curiosity and confidence, and are fearful of exploring, experimenting, trying new things, getting messy/dirty. Some children want to 'join in' yet fear they will get things wrong, make mistakes and/or be ridiculed.

The child without these necessary experiences of practise and rehearsal does not develop an appropriate sense of their abilities.....either believing they can do everything, 'Superman', or nothing. They believe that they 'should' be able to do things without appreciating that everyone has to learn first before they can master new skills. Their sense of inadequacy leads them to believe nothing they do will ever be right. This may be expressed as frustration/anger with self or others.

At times the child can be flooded with intense feelings, panic, that result in a 'flight, freeze or fight' response. The child does not expect others (adults or other children) to be alongside them, providing encouragement, support, and information as they discover the world. Some expect adults to be constantly present and lack confidence in doing anything on their own. What the child hasn't had available to them is a caretaker who is a dependable resource, supporting them when they have felt unsure, anxious or scared - someone who is attentive, observant and who provides protection and interpretation, as the child begins to move out into their wider world.

The child's acquisition of new skills has often been unnoticed, and not celebrated. The child with a DOING interruption finds it difficult to settle to tasks and may distract, fearing their lack of skills being exposed. They seldom alert others to their need for help.

Body Language:

The child is hesitant and nervous of becoming involved with others whatever they might be doing. They are observers rather than participants. Often they are agitated and fidgety. They can have poor body awareness in relation to their environment, for example bumping into and falling over things. They move around with little connection with others. The way forward to help the child gain confidence in their abilities is to acknowledge what they can do. The child needs a present adult who provides commentary on the environment and can model for the child how to do things. The child needs a place where they can safely explore and experiment.