

## How to Activate the Learning Switch

1. Recognize whether your child's *Learning Switch* is on or off.
2. Avoid fatigue, hunger, fear, and pain!
3. Ask yourself, are you overriding your child?
4. Hold the immediate goal/s loosely.
5. Wonder what is your child *actually learning*?
6. When your child is resistant and uncooperative, remember, who would want to fail at the same things over and over again?
7. Clarify your own distinctions.
8. Stop doing what doesn't work!
9. One Whole Child – back off from focusing narrowly on the specific area of the child's challenges.
10. Shift to perceiving the whole child.
  - The full scope of the child, with their rich internal experiences and complexity, tends to elude us—and we ourselves tend to get grooved in, in limited ways.
11. The child's *felt experience* is of utmost importance at all times and a key to the *Learning Switch* being on or off.
12. Turn your own *Learning Switch* on - Is your *Learning Switch* turned on, on high or low volume?
13. See the brilliance of the child's challenges, limitations, and failures.
14. See the intelligence and brilliance in what the child IS doing and HOW they are doing it.
15. The failure and/or "wrongness" in what the child is doing is a window to their intelligence.
16. Whatever you do, watch, sense, and insure your child feels safe.
  - And remember that you're ensuring your child's safety does not mean coddling, hovering, taking over, or eliminating challenges that fit their age and abilities.
  - Remember that agency is a result of action, experimentation, and success of different kinds.

**Anat Baniel Method® NeuroMovement® FROM FIXING TO CONNECTING**  
**Week 8 Exploration Tools**

- “Failure” is an adult concept.
- Outcomes are there from the start and they can be desirable or not.

17. When your child does something new, stop immediately.

- Don’t listen to your own inner drive to try to have your child repeat that new learning in an attempt to ensure that it’s really learned.
- Say nothing about it, no clapping, no excitement coming from you.
- Either shift the activity that you are doing with your child to a very different one or, if you see that your child is tired or has become internally focused or otherwise preoccupied with his thoughts, feelings, and sensations, give your child time and space to have THEIR own experience and integrate.
- Let them eat if hungry, sleep, play, recover; you can resume interacting with your child later.

18. Remember that waking up the learning process and potentiating it is what matters most, not the content of the learning at any given moment