

SUBJECT INDEX

- achieving goals, 116; strategies for 117–119
- acknowledging. *See* listening strategies
- adapted child perspective, 82, 88
- adapting, 117–119
- adult perspective, 82, 86
- affective schemata, 18, 22
- analytic specialty, 82, 86, 96–97
- A-value tasks, 136–137
- buying time. *See* listening strategies
- B-value tasks, 137
- centering. *See* specialties
- communication strategies, 56–57
- conceptual framework, 11–15; figure of, 15
- core domains, 109–111, 114, 126, 145; and principles for managing time, 111–112
- critical parent perspective, 82, 87, 170
- C-value tasks, 137–138
- effectiveness routines, 123–124, 127
- emotional hijacking, 34–35, 36; symptoms of, 37–40
- emotional intelligence, 22, 26–28, 195
- emotions, 23–26; core, 28–31; definition of, 23; neurobiology of, 24–25
- evaluation, 19, 75–78, 150–156; of external facts, 76; of internal responses, 76–77; of the intelligence of your plan, 156; of positive traits, 77–78; of underlying causes, 76–77
- executive processes, 15, 18, 35–37, 72; and communication strategies, 72–78
- external world of teaching, 6–7, 15; characteristics of, 7, 15, 20, 36–37; components of, 170, 180
- feedback, 69–72, 90–92; strategies for giving, 70–71; strategies for receiving, 71–72
- flow, 31–34; core emotions and, 31; principles of, 33–34
- gestalt psychology, 172–173
- goals, 15, 16, 36–37, 115; for each domain, 125–127; intermediate, 121, 127; legacy, 122, 126; long-term, 121, 127; planning to achieve, 131; professional goals, 118–119; short-term, 120–121, 126; strategies for achieving, 116–119; time for planning, 139; within a time frame, 120
- goal-setting, 19, 73, 101–103
- governing values, 17, 104–107; discovering, 106–108; domains of, 109–110; evidence of, 108–109
- harmony, 170, 189, 192; 168–170, 188; components of, 171; definition of, 188
- helpful specialty, 82–83, 85–86, 96–97
- ideal behaviors, 113–114
- implementation, 19, 74–75, 150–151; of your plan, 160
- influential specialty, 82, 87, 96–97

- interactions, 8; types of, 8–9
- internal communication, 169, 170, 180–181
- internal perspectives, 15, 16, 36–37, 42–44; adapted child, 50–51; adult perspective, 47; complementary, 52; as a consequence of interactions, 51; critical parent perspective, 48–49; examples of, 45; multiple, 43; natural child perspective, 49–50; supportive parent perspective, 47–48
- internal world, 14–15; characteristics of, 7, 15, 101, 171; components of, 170, 180; of teaching, 6
- listening strategies, 57–58; acknowledging, 58–59; buying time, 58–60; mirroring, 58, 60–61; processing requirements for, 58; questioning, 58, 67–69; reframing, 58, 63–66; rephrasing, 58, 61–63
- managing time, 111; principles of, 111–112
- mirroring strategy. *See* listening strategies
- natural child perspective, 82, 87
- personal development, 4; connection between professional and, 4–6 perspectives. *See* internal perspectives
- planning, 19, 73–74, 131; completion of, 153; daily 141–147; monthly, 140–144; ordering of, 152; steps in, 140–141; time for, 137–139; weekly, 142; yearly, 140
- playful specialty, 82, 87–88, 95–97
- professional development, 4; connection between personal and, 4–6
- projection, 169, 170; applications, 178–188; denying, 175; origins of, 174; as a process, 176; source of, 175
- questioning. *See* listening strategies
- reflection, 19, 72–73
- reframing. *See* listening strategies
- rephrasing strategy. *See* listening strategies
- role models, 115
- rounding out. *See* specialties
- selecting, 116, 118–119
- self-judgments, 65–66
- sensitive specialty, 82, 88–89, 96–97
- shaping, 117–119
- specialties, 15, 16, 36, 80–87; centering, 94; examples of, 93; in ourselves, 89; in overuse, 82; profile of teaching specialties, 93; rounding out, 94; strategies for identifying, 89–93; types of, 82; variety of, 85–89; working with, 94–98
- supportive parent perspective, 82, 86, 170–173
- symbols for tracking tasks. *See* tasks
- tasks, 132–139, 152; adding, 153–154, 161; A-Value, 136–137; B-Value, 137; classifying, 134–135; core domains, 123–126, 145; criteria for accomplishing, 134–135; C-Value, 137–138; definition of, 132, 134; deleting, 153–154; ordering of, 152; professional, 144; setting criteria for, 134; symbols for tracking, 156; tracking, 155–156
- teacher attrition, 2–3
- teacher development, 97. *See also* personal development and professional development

teaching specialties. *See* specialties
tracking tasks. *See* tasks
transactional analysis, 82; framework
 for, 82
type-1 activities, 138–139

values clarification, 101, 103
values, 17, 36–37
Voice Dialog, 172

