

WORKSHEET
 PROCESS: HHCD-CONNIE
 WHO: H120
 MARCH - APRIL, 1985

UNIVERSALITY: Child development is human development

PARTICULARITY: Process of development of metaphysical child - Connie's development

THE CONTRADICTION IN EACH FORM OF MOTION OF MATTER

FORM A

- (1A) Productive Work
- (2A) Motor Skills
- (3A) Self-care
- (4A) Cognitive
- (5A) Social Relations
- (6A) Ideological
- (7A) Family
- (8A) Summarized Practice

FORM B

- (1B) Lack of thoroughness
- (2B) Uncoordinated, awkward
- (3B) Initiates physical activity, but gets hurt easily (wimpy)
- (4B) Shy under certain conditions
- (5B) Disconnection/interconnection
- (6B) Resists criticism (positive/negative)
- (7B) Criticizes others (principledly/unprin.)
- (8B) Summarizes, completes cycle of knowledge
- (9B) Cooperative, helpful
- (10B) Protective of small children, connects
- (11B) Foolish in certain conditions
- (12B) Curious investigative
- (13B) Gives up in face of difficulty

- 1A 1B Does 1/2 job in cleaning, leaves steps out; *before / after school checklist*
- 1A 2B will do a sloppy job
- 1A 5B gets caught in particularity of practice, distracted
- 1A 6B denies sloppy job, misdirects onto objects, such as vacuum cleaner
- 1A 7B Redirects criticism she receives onto adult
- 1A 8B has learned effects of disconnection and lack of thoroughness, at least perceptually
- 1A 9B usually not resist cleaning or other chores
- 1A 10B will do tasks for children, not let them struggle
- 1A 13B complains if too hard, asks for help where not objective
- 2A 1B not concentrate, e.g. gymnastics, not follow through on motion
- 2A 2B generally clumsy, not graceful, disconnection from bodily motion
- 2A 4B won't perform gymnastics or other physical activity of conscious of people watching her - *get likes to do puppet shows*
- 2A 5B disconnection between brain and muscles
- 2A 6B misdirects criticism of gymnastics practice saying she tries hard but others distract her
- 2A 8B in swimming- has practiced on weakness based upon summary. also bike riding
- 2A 10B does not let Jim experience full impact of his slowness, help him run or waits for him
- 2A 11B clowns around with other children. avoids struggle with endeavor
- 2A 13B wants to quit (bike push-ups) if too hard
- 3A 1B leaves mess in bathroom, bedroom. not straighten out clothes
- 3A 5B not see effects of being disshelved, development of disrespect
- 3A 6B refuses to accept when she is messy or wearing inappropriate clothing
- 3A 8B connects reason for self-care based upon health, then follows through
- 3A 9B will undertake tasks for herself especially if she knows adults unable to connect
- 3A 11B becomes disconnected and plays with toys when she should be getting ready for bed. etc.

- 3A 12B asks questions about bodily functions
3A 13B asks for help before she tries, e.g. difficult button on jeans
4A 1B does not finish math papers, leaves hard problems unanswered, gives partial answers
4A 5B does not see connections, frequently counts on fingers for addition and subtraction, not see cause/effect in science
4A 6B insists she is correct in math and spelling, or that she has completed assignment
4A 7B criticize 120 for not drilling her in math and spelling
4A 8B follows processes through C of K when conditions set. reading, geography project
4A 11B gets silly when she has difficult problems. will draw pictures instead
4A 12B interest in other cultures, wants to learn multiplication
4A 13B stops midway with math homework because too difficult
5A 1B not conscious of appearance and effect on others
5A 3B cries, withdraws when physically confronted by other children
5A 5B pushes to connect, will connect with adults if conditions set
5A 6B Doesn't listen when friends raise criticism such as being bossy or acting like a baby
5A 8B learned lesson that you can't buy friendship and that people like you based on being on your strong side not because of what you wear or how you comb your hair
5A 9B connects to others based on their needs if made conscious of the condition
5A 10B tries to insulate younger children from struggle
5A 11B acts foolish or shy when in initial contact with adults and no conscious condition has been set
6A 1B does not complete tasks or does sloppy job, tries to satisfy condition without the essence
6A 4B shy as a method of disconnection
6A 5B will seek out fantasy play with other children
6A 6B refuses to accept reality of her practice, around sloppiness, math, connection to small children
6A 7B when clear will criticize, needs *will put out her own moc* to have material experience with the motion
6A 8B under correct conditions, Cn will conceptualize lessons in terms of her strong/weak sides, e.g. merit chart
6A 13B resists solving problems, reacts to problems, asks for help before she studies and states the problem
7A 9B connects to 103 around frequency. seeks to help her
7A 10B shields Jim from contradiction, does too much for him
7A 12B curious about fetal development, seeks out books on her own
8A 1B does not take summary to lesson learned stays with the phenomena
8A 4B has summarized source of shyness but does not consistently apply this in new situations
8A 5B The higher the level of Cn's conceptualization of a process, the more connected she is, e.g. that Jim needs to struggle on his motor development, will work with him for a long time on this running, etc.
very clear on struggle of giving to others
8A 8B Cn will summarize when conditioned to do so, rising phenomena of her drawing conclusions and stating them, e.g. on babies, girl vs. boy
will put out children
8A 13B gives "easy" answer when summarizing- one she thinks you want to hear

PERCEPTUAL KNOWLEDGE: PRINCIPAL CONTRADICTION: Ability to use summarized experience and the D.M. method to resolve problems vs. disconnection of what she knows and the D.M. method from practice *has to learn things over*

not conscious of her own development
6A 13B Usually responds favorably to struggle to complete a process when struggle is based on strong/weak side

THE CONTRADICTION IN EACH OF ITS PROCESSES OF DEVELOPMENT

DOMINANT ASPECT: Non-application of summarized practice and D.M. methods to problems

- 100 Does not know what she can accomplish */forgets what she has accomplished*
400 Does not seek to resolve problems and order her affairs independently
500 Does not conceptualize processes
600 Commodity value based on possessions and looks (insecurity)
700 Does not struggle to resolve problems
800 Not allow others to develop based upon struggle and their own mistakes
900 Not summarize from particular to the general, forgets mistakes
000 Ignores problems to avoid them

FEATURE: Not struggle to resolve problems

THE TWO ASPECTS OF THE CONTRADICTION IN EACH PROCESS

I/C OF INTERPENETRATION OF FOS: Interdependence/struggle with problems

- 100 700 Cn is surprised about her abilities
000 500 does not see steps in a process (cleaning) *or does not complete all steps*
400 700 leaves a mess in room she is to clean when unable to know where to start
cleaning
100 900 resists trying (aspects of gymnastics and bike riding)
400 600 not keep herself neat *-conforms appearance to*
700 800 applies WOL to others development
500 900 still counts on fingers

FEATURE: not struggle to advance in cycle of knowledge

*sometimes does not have desire (e.g. bike riding initially)
and sometimes just gives up when finds not as easy as she thought*

THE CONTRADICTION AT EACH STAGE OF A PROCESS

I/C OF INTERPERMEATION OF MOS: Interconnection/analyze and act on problems

has she even been introduced to Dmm

PERCEPTUAL CONTRADICTION: Ability to use summarized experience and D.M. method to resolve problems vs. disconnection of what she knows and the D.M. method from her practice

RATIONAL P.C.: Application of D.M. method to resolve problems vs. disconnection of what she knows and ~~D.M. what she knows~~ and D.M. method from practice

FEATURE: CN does not push to resolve problems independently

THE CONTRADICTION IN EACH OF ITS PROCESSES OF DEVELOPMENT

SUBORDINATE ASPECT: Application of experience and D.M. method to resolve problems *Lessons learned*

- 100 advances through C of K quickly once she sees results from struggle
400 takes care of herself independently (mornings before school)
500 makes connections and struggle on conceptual problems (geography, numbers, spelling)
600 struggles when others are unprincipled with her
700 struggle to resolve problems - math, spelling, bike
800 connects with younger children
900 applies summarized knowledge, e.g. to Jim's development
000 struggles to work independently and steady, uses tools (cleaning charts)
other charts

FEATURE: Applies experiences to resolve problems *or avoid making same mistake*

THE TWO ASPECTS OF THE CONTRADICTION IN EACH PROCESS

100	500	reading, math, bike, swimming-- examples of applying knowledge
400	700	learned to take care of herself in AM, used tools such as charts, clocks
800	900	beginning to see effects of not letting Jim struggle
500	700	will stick with hard problem once she has some conceptual knowledge
600	400	struggle with 103/120 when let systems breakdown, e.g. not set clock in AM
600	900	learned lessons of relating to other children, also struggle with 103 over her motion with Jim
000	400	insists on taking care of her room by herself

FEATURE: struggle based upon summarized experience

THE CONTRADICTION AT EACH STAGE OF A PROCESS

I/C OF INTERPERMEATION: THE FORM OF SOLUTION: Interpenetration/willingness to struggle

PERCEPTUAL CONTRADICTION: Ability to use summarized experiences and D.M. method to resolve problems vs. disconnection of what she knows and the D.M. method from her practice

RATIONAL P.C.: Conscious struggle to resolve problems vs. disconnect summarized experience from problems

FEATURE: Planned conditions to summarize and struggle with problems

THE SUMMARY OF THE PROCESS OF DEVELOPMENT AND CONFLICT OF THE LEADING OPPOSITE

NECESSAITY (U): Connie's resistance to resolving problems based upon her WOL is already having an effect: in school she gives up on problems, turns to social aspect of talking and not paying attention; in social situations she tries to win people over rather than struggle to connect; with smaller children she assists rather than let them struggle; in math by looking for short-cuts or using old methods rather than conceptualizing the process. While Cn has seen the results of struggle, this is still not reapplied in new conditions, and particularly to herself in terms of her strong and weak side. Without resolution of the PC, Connie will be unable to progress in her human development.

CONDITIONS (O): At this time the primary conditions must be set based on the DMM, that conditions are set to allow her to conceptualize her development, summarize her experiences and be able to develop the D.M. tools to resolve problems. As is, Cn reacts to problems and is not able to break them down as a basis to resolution.

POSSIBILITIES (E): Cn has a basis to struggle to resolve problems, she seeks an easier way out or is limited in her ability to resolve by her WOL. Under the proper conditions Cn will struggle on problems, the conditions which must be set under O accountability. Struggle to develop the CD F00 is condition to develop curriculum for Cn's development.