

Enterprise Talk

A Handrail to Authenticity and Integrity

Below is a brief summary of the guides for Enterprise Talk. If you do this work and talk to your children this way, they will naturally be in a space of connection and cooperation that does not rely on power or authority and communicate as one person to another person as fellow travelers on the planet.

NO DIRECTIONS NO QUESTIONS NO PRAISE

DESCRIPTIONS

Conveying in language what the child can perceive presently—what the child is now seeing, hearing, feeling, touching, and smelling. This is about input to the child — what the child takes in.

NARRATIONS

Putting the child's actions in words as the child is doing it—like a sports announcer delivering play-by-play coverage of events as they occur. This is about the child's output — what the child does.

SUBJECTIVE TALK

Talking about your own actions and thoughts that relate to the child's current situation. Most self-talk statements begin with “I...”

NON-VERBAL RECOGNITION

Communicating your pleasure in valued behavior by facial expressions and body language; reacting especially when children take positive initiative, when they act courteously and cooperatively with each other, and when they persevere at difficulties.

INTRINSICALLY-PHRASED RESPONSE

Highlighting naturally occurring feelings of self-worth and self-satisfaction that accompany competent and socially constructive behavior. One way to do this is to employ these four concept clusters in a sentence, as in the quoted example.

ENJOYMENT “It’s fun to do, isn’t it?”

pleasure ~ delight ~ happiness ~ thrill ~ joy ~ amusement ~ gratification
good feelings ~ savor that inside ~ pride ~ satisfaction

COMPETENCE “You did it!”

success ~ mastery ~ have the know-how ~ expertise ~ accomplishment
achievement ~ attainment ~ have the skill ~ a talent ~ knack

CLEVERNESS “That’s tricky.”

a novel idea ~ unique ~ brainy quick ~ original~ smart ~ intelligent ~ bright
~ witty ~ sharp ~ ingenious

GROWTH “You’re sure getting bigger!”

ready for new challenges ~ older now ~ more grown-up ~ more independent

DESCRIPTIVE CUE SEQUENCE

1. *Signal:* Giving a cue “It’s time to ___.”, or ring a bell, or flash lights. Waiting 10 to 15 seconds, recognizing desirable actions by describing, narrating or employing non-verbal recognition. If not working, proceeding to step 2:
2. *Description:* Describing what needs doing or where things are. In most cases this works, if given time and continuing recognition of what you value. If not, proceeding on to 3:
3. *Modeling* the actions you desire while describing your own thoughts and decisions aloud. This step is most used when the desired action is unfamiliar.
4. *Direction:* If, after a time, a child fails to voluntarily join the efforts, issuing a clear direction.
5. *Draw a Line:* restricting participation in the next activity to those completing the desired actions.