

## CHAPTER FIVE: ROLE MODELS AND EMOTIONAL RESOURCES

What is the importance of a role model and what part do they play in the development of our emotional resources?

This chapter is very important for us in the work that we do each day. We know through our studies that to become a functioning adult, one moves developmentally from being dependent to being independent to being interdependent. John Bradshaw refers to it as becoming whole. Simply put, we should move from being dependent on others to being able to work together with other adults, each independent of the other, but jointly as partners.

Often, someone operating in a dysfunctional setting is often forced to take an adult role early, and gets caught somewhere working between dependence and independence. Children build their emotional resources from the role models that they observe. Sometimes the child is forced to guess at what “normal” or appropriate is due to the fact that the role-model responses are not appropriate.

Question: Why would emotional resources have such importance in school and at work?

Answer: Emotional responses dictate behavior and, eventually, determine achievement.

Ruby Payne says that in order to move from poverty to middle class or from middle class to wealth, one must trade off some relationships for achievement at least for a period of time. In order to accomplish this, one needs all their emotional resources and stamina.

What exactly is Ms. Payne saying?

We all have an emotional memory bank, which is comprised of the emotions that are accessed habitually and “feel right.” When a relationship is traded off for achievement, this emotional memory bank must be held in abeyance, which could take years. How do we accomplish this? It happens because of one of the following four reasons: 1. The current situation is too painful for the individual to stay. 2. A compelling goal or vision of the future drives the individual. 3. A talent or skill takes the individual into new surroundings, or 4. A spouse or mentor provides an emotional comfort level while the individual learns the new skills/knowledge.

How do you provide emotional resources when the student has not had access to appropriate role models?

1. Through support systems.
2. By using appropriate discipline strategies and approaches.

3. By establishing long-term relationships with adults who are appropriate.
4. By teaching the hidden rules.
5. By identifying options.
6. By increasing individuals' achievement level through appropriate instruction.
7. By teaching goal setting.

What do we need to do in the school or work setting to help provide students with the needed emotional resources?

- \* Schools need to establish schedules and instructional arrangements that allow students to stay with the same teachers for two or more years-if mutually agreed upon.
- \* Teachers and administrators are much more important as role models than has previously been addressed.
- \* The development of emotional resources is crucial to student success. The greatest free resource available to schools is the role/modeling provided by teachers, administrators, and staff.