

cause events

Examples: Child wishes someone died; then if the person dies, child feels at fault because of the “bad” thought that made the death happen. Calling children “bad” because they did something wrong makes them feel as if they are bad.

Implication: Clarify that thoughts do not make things happen and that child is not responsible.

- Use “I” messages rather than “you” messages to communicate thoughts, feelings, expectations, or beliefs without imposing blame or criticism. Emphasize that the act, not the child, is bad.

Inability to conserve: Inability to understand the idea that a mass can be changed in size, shape, volume, or length without losing or adding to the original mass (instead, children judge what they see by the immediate perceptual clues given to them)

Example: If two lines of equal length are presented in such a way that one appears longer than the other, child will state that one line is longer even if child measures both lines with a ruler or yardstick and finds that each has the same length.

Implication: Change the most obvious perceptual clue to reorient child's view of what is seen.

- Give medicine in a small medicine cup, rather than a large cup, because the child will imagine that the large vessel contains more liquid. If child refuses