



Says

What have we heard them say?
What can we imagine them saying?



Thinks

What are their wants, needs, hopes, and dreams?
What other thoughts might influence their behavior?

I heard him say, is correct. You heard in the past, but during that past time he was saying it in the present.
I saw him give an envelope to the women.
This is the same construction. You saw him in the past but he was giving it at that present time.

I hope that my children will live the legacy of my parents as what I am living today. Living this entire world as a better person, and my children as the next generation can be a model or set a good example of life in their generations.

Compare with, ““I heard that he said he was the new teacher.” In this case, you heard in the past, but at that time, he had already said it in the past.

Also it is a handy rule to remember that the tense marker is only applied to one English verb in a verb phrase. Ex. ““Did you said something? “* is incorrect, because the auxiliary verb, do, already took the tense marker to become the past form , did. ““Did you say something?” Is the correct form.

Dreams that each of them could reach the success of their goals to their chosen career, a daughter could one day be a Flight Attendant and see the world as how she dreams of it, my 2nd son to be an Airline Captain / Pilot to safely bring the people to their destinations and see the world too, my 3rd son

Ultimately, if we try to shove our thoughts or feelings down and ignore them, we will wind up dealing with them in some other way—like feeling anger or contempt or in a way that blocks self-awareness and understanding. Learning to understand their differences and how they work together allows us to see what happens when we put them into action.



TEAM 3

Short summary of the persona

Behavioral observations obtained during the clinical interview and formal testing highlight the child's behavior and are particularly relevant. Examples of behavioral observations that should be noted include

Additionally, clinical developmental neuropsychologists are alert to the presence of neurological soft signs evidenced throughout the evaluation as these can indicate a nonspecific neuropsychological dysfunction. Supplementary behavioral information can be gained through parent and teacher questionnaires that serve to identify variations in a child's behavior across settings.

In our minds, we can play out future scenarios to predict how we would personally think, feel, and respond to them. And by doing so, we experience thoughts and emotions similar to those that would occur if the situations were actually happening to us right now.

Society has enjoyed a rich harvest of poetry, painting, scientific discovery, and all manner of human achievement when talented people have been under severe emotional pressure. A challenge to adapt can promote welfare and productivity. As Hans Vaihinger put it, “Man owes his mental development more to his enemies (adversities) than to his friends.

Utter boredom would be the price of total immunity from fears, anxieties, and frustrations. When they are not balanced by a productive effort, however, such emotional disturbances may be accompanied by physical disability, disease, and even death

Behavior is different from emotions but is very strongly influenced by them. One way that behavior is affected by emotions is through motivation, which drives a person's behavior. Emotions like frustration and boredom can lower motivation and, thus, lower the chance that we will act.



Does

What behavior have we observed?
What can we imagine them doing?



Feels

What are their fears, frustrations, and anxieties?
What other feelings might influence their behavior?