

CHILDREN AND THEIR CHALLENGES

Using the Enneagram to Work with Youth



“Creating understanding for a more harmonious future”

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Merlin
The Netherlands
Website: www.enneagram.nl

About This Guide

This workbook blends together the Enneagram personality system, and practical ways of working with youth. There is not a lot of published writing about how kids and adolescents display different Enneagram types, so this workbook pulls together existing information and our own observations from working with children and teenagers.

We are dedicated to working with kids, and to helping people better understand youth in today's society. We are constantly looking for ways to help kids live happy and healthy lives.

We want to thank Elizabeth Wagele who wrote an excellent book about how to use the Enneagram with children (The Enneagram of Parenting). She gave us permission to use her work; her descriptions are foundation of this paper.

We are also using material from Enneagram writers Helen Palmer, Don Richard Riso and Russ Hudson, and Kathy Hurley and Theodore Donson. Books of these teachers are The Enneagram by Helen Palmer, The Wisdom of the Enneagram by Don Richard Riso and Russ Hudson, and My Best Self by Kathy Hurley and Theodorre Donson. Other used material is mentioned in the bibliography.

From Marco

The children of these times receive many more impulses. For example, television, computer games, internet, mobile phone, and the stress from our surroundings cause the children to react differently than 20 year ago.

My work with the Enneagram and children is aimed at creating understanding with parents, teachers, and others for why certain children become more active, why certain children withdraw, and why others just keep on following the rules. Using the simple tools we teach has proven to be very effectively in creating an environment that gives children the right discipline, right attention, and right structure. Children love these tools and become much more centered when they have it.

From Joanne

I have been working with and facilitating youth groups for six years, but most of my current perspectives come from my experience at the Sprite Program. Sprite is an experiential education program for teen boys and girls who are in prison. If the kids graduate the month long program, which consists of five segments (orientation, rock climbing, expedition, community service, and urban), then they get released from prison, and can go home. It is not an easy program to graduate from, so the kids have to truly prove that they are ready to be released into the community.

I have learned so much from the program, the staff, and of course, the teens. The program is excellent, and I can see how it helps gives kids the life tools that they need to be successful. I want to thank the staff, who are incredibly experienced in working with youth, and their pure investment is what makes Sprite a successful program.

I am fortunate enough to be able to work with these kids. From their stories, I can learn about their past and how their environment affected their lives, but I can also see how they have decided to make some changes in their life due to being incarcerated. These boys and girls experienced extremely stressful situations and living environments, and they made some bad decisions. Now, after having a lot of time in prison to think about their lives, many of them have a good understanding of themselves and their unhealthy patterns, and are ready to make a change. Their names have been changed in the stories that I use.

Table of Contents

The first part of this guide is to create a better understanding of children, and the second half discusses practical ways to work with them.

Introduction

- Children and Their Personality
- Using the Enneagram with Youth
- Introducing the Nine Types
- Wings of the Enneagram
- Arrows

Creating an Understanding

- The Nine Types of Children and Their Personality Descriptions
- The Learning Styles of the Enneagram Types
- Sometimes the Enneagram is not a good thing

- Going Deeper into the Personality
 - The Three Centers
 - The Hornevian Model

Creating Balance

- Introduction

- Creating a Foundation
 - Building Relationships
 - Understanding Yourself
 - The Art of Listening

- The Revolutionary Potential of Every Person
 - Resilience Factors and the Enneagram
 - The Core Quality Quadrant
 - No Pain, No Gain
 - Giving Kids a Chance to Give

- Alternative Ways of Working with Youth
 - The Great Outdoors
 - Creating Stress
 - Creating Relaxation

- Programming with Youth
 - The Staff
 - Balanced Programming
 - Group Therapy

Understanding ADHD: A Summary of Working with Youth

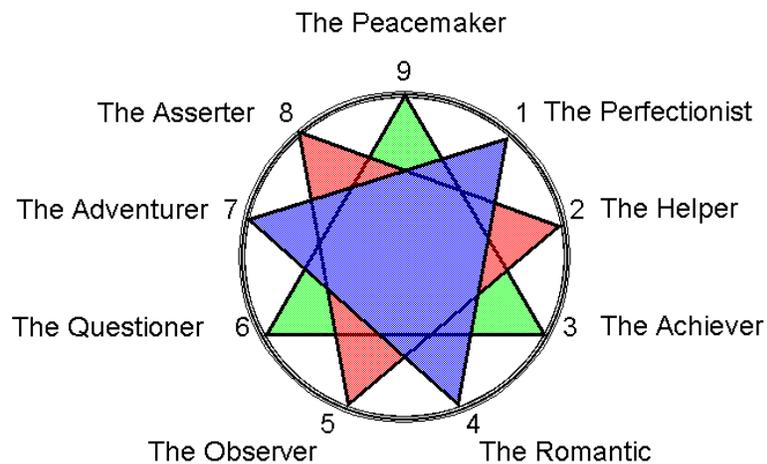
Children and Their Personality

What motivates kids? Why do some kids fight, while others retreat and go inside themselves? Why are some kids stressed because they always want to "do the right thing," while others seem to constantly push their boundaries? Some kids run away from their problems, and others look for continual guidance. With all of these differences, how can we understand a child's subtle needs?

Kids personalities are as complex and varied as our own. We want to help kids grow and develop, but if we do not understand their personality characteristics, we end up giving them what *we would want*, and not what *they need*. For example, when a child is feeling down, Joanne's first instinct would be to take him out for ice cream, but maybe all he wants is some time alone to process his feelings! Our own personalities affect the way we work with children, and our first response may not always be what a certain child needs.

The Enneagram is an ancient personality system that can help people interact with others. It is a useful tool to understand different types of kids and their patterns, and to see how adult personality types work with children. By understanding people's motivations, and how different people respond to stress, we can begin to see how kids learn, what resilience factors contribute to their successes, and what different kids look for in a mentor. Then we can learn about ourselves, and how to work with kids in an effective and balanced way.

Through the Enneagram, we can begin to see why kids are facing so many challenges today. For example, we can see why certain kids may display ADHD characteristics, and then find ways to help them without using prescription drugs. We can see why some kids are withdrawing from society, and turning to heavy drug usage, while others choose to sell drugs. We are not proposing easy answers to these challenges, but we can begin to understand why kids are acting out in different ways, and can see possible ways to respond both in reactive and proactive ways.



Enneagram Model

Using the Enneagram with Youth

The Enneagram describes nine different personality styles. We have all of the types within us, but one is more dominant, and may not become apparent until maturity. Kids are still developing and figuring out who they are, so they may show characteristics of one, two, or three types, and these types may not even reflect what type they will be as adults.

When using the Enneagram to understand children, it is important that we do not put them into a box. Each child is special and unique, and their entire being is much deeper than what personality characteristics they display.

The reason the Enneagram is helpful is so we can attune ourselves to how other people experience the world. Because we have only lived as ourselves, it is hard to understand what others may be thinking or feeling, and why they do the (sometimes bewildering!) things that they do. The Enneagram is helpful when we use it as a tool to understand ourselves and others, but it should not be imposed on other people--especially children!

From the Enneagram we can learn about kids, and practical techniques to work with them, but we should not see our kids as *types*. We can use the Enneagram like a **rough map**--we have a general idea from the lines on the map where we are, and where we may be going, but in the end, each individual has to *experience* the world first hand to *choose* where he or she wants to go.

Introducing the Nine Types

- From The Enneagram of Parenting by Elizabeth Wagele
- Enneagram types have many different names. We are using these names because they apply best to children.

- 1: *The Perfectionist* wants to do everything just right and is often self-critical.
- 2: *The Helper* wants to be of assistance and to be liked, and often masks his or her own feelings and needs.
- 3: *The Achiever* is driven to perform well and to win approval.
- 4: *The Individualist* is sensitive, often dramatic, likes to express him or herself, and needs to feel special.
- 5: *The Observer* is curious, wants to understand everything, and is often shy.
- 6: *The Questioner* is alert, looks for security, and may be fearful or confrontative in the face of the unknown.
- 7: *The Adventurer* seeks anything new and fun and often exhibits a short attention span.
- 8: *The Asserter* is strong, energetic, and often aggressive.
- 9: *The Peacemaker* wants everyone to be happy and to avoid conflict.

Wings of the Enneagram

The Enneagram is a fluid system. It recognizes that people act differently in certain situations, or at different times of their life.

No one is a pure personality type: everyone is a unique mixture of his or her basic type and one of the two types adjacent to it on the Enneagram. This adjacent type is called your wing.

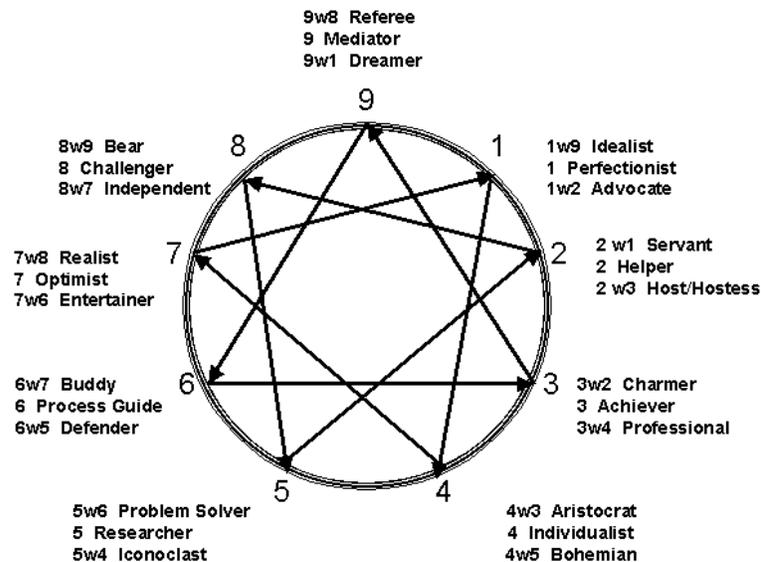
Your basic type dominates your overall personality, while the wing complements it and adds important, sometimes contradictory, elements to your total personality. The wing is the 'second' side of your overall personality, and you must take it into consideration to understand yourself or someone else. For example, if you are a personality type Nine, you will have either a One-wing or an Eight-wing, and your total personality can best be understood by considering the traits of the Nine in some unique blend with the traits of either the One or the Eight.

Both wings can affect a particular type. For example; a Five can participate in the sensitivity of a Four or in the loyalty of a Six. The Eight may share the calmness of a Nine or the fun loving behavior of a Seven. Participation in the wings gives each individual his or her distinctive personality characteristics.

The wings help us to individualize the nine (more general) types of the Enneagram. Each wing is a *Distinctive Personality Characteristic* of the general or dominant type.

Each Enneagram type has various names created and used by different people.

The Riso-Hudson Wing Names (from the book The Wisdom of the Enneagram)



For example, Joanne is a Seven with an Eight wing, or the Realist, which is why this workbook is dedicated to *practical* ways of using the Enneagram!

Arrows

The arrows on the Enneagram symbol show us how we act when we are in stress or health. Each type has two arrows which lead to the numbers that explain why we may act differently in stress or when we are feeling good.

For example, I am a Seven, but when I am in stress I can take on the unhealthy characteristics of the one--I become totally focused on the little details of whatever I'm doing, I can be judgmental, and unable to move forward. When I am healthy, however, I can look like a healthy four. I become deeply appreciative of the beauty of life, I can cry, be creative, and get in touch with my feelings, and I can be truly compassionate towards others.

Part I:
Understanding Kids and the Characteristics of their Personalities
(mostly from Elizabeth Wagele's descriptions)

Number One: The Perfectionist

Have you noticed that some kids:

- Wash their hands and take baths without a fight?
- Do chores without being reminded?
- Have a know-it-all attitude--correct people's grammar, for instance?
- Try to control other children, but not necessarily in a bullying way?
- Tell you better ways to do things and scold you when you're sloppy?
- Have an interest in causes and ideals?
- Take school and homework seriously and criticize those who don't?
- Are more concerned about what they "should" do instead of what they want?
- Have high standards and principles, for both themselves and the people around them?

These kids are behaving in a One style, and may or may not remain this way as an adult.

Perfectionist kids are concerned about doing everything correctly, and are usually serious and hardworking. They can be very hard on themselves because they are very self critical, in order to live life "correctly."

When One kids are healthy, they can be analytical, balanced, fair, logical, and extremely funny.

They have an image of an ideal world, and feel that they must work hard and live responsibly to create an environment with high standards. They see that other kids don't worry as much as they do, which makes it hard to show anxieties. Because they are not perfect, and the world is not perfect, they tend to develop angry feelings, but they do not feel they are allowed to show them. If a One child starts to show obsessive-compulsive behaviors or extreme anxiety, you should consult professional help.

One-ish children can also have a fun side, and can let their creativity show when they are feeling comfortable. It's helpful for them to lighten up, enjoy the fun side of life, and develop their creativity. They need boundaries which are set and enforced so they don't work too hard.

Number Two: The Helper

Have you noticed that some kids:

- Often put other people's desires first and rarely ask for what they need?
- Get their feelings hurt easily?
- Have an attraction to those with problems and enjoy giving them advice?
- Know how to get people to do what they want by helping or complimenting them?
- Like to be with other people almost more than anything?
- Get attention by pleasing or showing off?
- Try to be good at school?
- Seem to know what other people want or need without being told?
- Will find any reason to give a present to loved ones?

These kids are behaving in a Two style, and may or may not remain this way as an adult.

Two-ish children like doing things for others. They can be extremely kind, and help others in need. Relationships are most important to them, and they can easily feel hurt when they are having problems with others.

Two kids like to receive love and approval by performing well, helping others, and by being cute.

Two kids treat others how they would like to be treated, and then are disappointed when they do not receive the attention that they give so freely to others. These kids can get in trouble if they get involved with friends who take advantage of their loyalty. If their self-esteem is low, they will look to anyone for attention and approval, which could lead to potential involvement with unhealthy peers (gangs, etc.) or drug abuse because their friends are doing it.

Sometimes, however, they would like to think about themselves for a change! They can become more balanced by pursuing their creativity, by spending time by themselves, and by speaking directly about their true feelings and about what they want.

Number Three: The Achiever

Have you noticed that some kids:

- Persevere to get things accomplished?
- Often become the teacher's pet?
- Fit well into the social scene?
- Like to be clean, polished, and well dressed (with the latest fashions)?
- Have a great deal of energy yet become overly tired from too much doing?
- Have many abilities and interests?
- Have a quick and efficient mind?
- Are usually pretty good at whatever they choose to do?
- Seem optimistic and confident most of the time?

These kids are displaying Three-ish characteristics, and may or may not behave this way as an adult.

Three-ish children are active and busy, and always seem to be *doing* something.

They love positive attention, and want people to notice them and be proud of their accomplishments. They are motivators, and can talk people into doing things because of their charisma and charm. They are goal oriented, and set high standards for themselves.

Three kids want to look good--and they want friends who also look good! They keep track of current styles and trends, and place a high importance on their image. They are the girls who will get up three hours before school to do their hair, or the boys who lift weights for three hours a day to get big muscles.

These kids can get into a lot of trouble because they will do anything to get money to buy clothes and things which are important to their image. They are the kids who move towards gangs and selling drugs because of the attention and money that comes with it. They can become incredibly stressed from always being "on," and they lose their true feelings. Honesty is a problem with Achievers because they do not claim what is their own--they are so focused on their image that they repress their own inner life.

Threes can be healthy when they become in touch with their own feelings, discovering what they truly care about and their own principles. When they can learn to relax, Threes can release the stress of their daily life, which is essential to their health.

Number Four: The Individualist

Have you noticed that some kids:

- Have feelings that are easily hurt?
- Want to be seen as special?
- Soul-search and/or engage in fantasy play?
- Have a sense of the dramatic--both tragic and comic?
- Enjoy the arts or collect beautiful treasures?
- Look at things in a special, creative way?
- Enjoy expressing themselves through singing, dancing, drawing, or other crafts?
- Seem depressed or melancholy at times?

These kids are displaying Four-ish characteristics, and may or may not be this way as an adult.

Romantic-style children are often young artists, and love being uniquely creative. They are bored by everyday life, and prefer the excitement of participating in or experiencing the theater, dance, art, and music.

They also enjoy the fantasy of movies, the purity and loveliness of beautiful objects, what they can do with their own imagination, and that which is enchanting, mysterious, and unpredictable. They can find special meaning in anything, and if there is nothing special where they are, they can just create it!

Four-ish children are often warm and friendly, but inside they sometimes feel shy and lonely. They can be overpowered by their intense emotions! They can feel very different from siblings and their peers, and sometimes wonder if they belong.

They often want what they don't have--sometimes they can really have "the grass is always greener on the other side of the fence" mentality.

Fours long to have a deep heart connection with their soul mate. My Four friend, who is a singer-songwriter, has spent many years looking for his "guitar soul mate."

Four kids have especially delicate feelings and can fill with shame when people are angry with them. They often feel misunderstood, so it's important to listen to them and let them express their feelings. It's easy to get caught up in their intense emotions, but all you need to do is acknowledge the feelings, instead of taking them on yourself. Many times you can just offer to do something with them--like taking a walk, or playing music with them, and this will really help.

Fours can get into trouble when they feel totally alone and withdraw into their inner world. They can easily abuse drugs which pull them inside or which ease their insecurities. They can become deeply depressed and stuck--doing anything, like going to school, or even leaving the house, can become a huge task that they are not up to. When Four kids become too depressed to function in everyday life, they will need professional help.

Fours can be encouraged to pursue their creativity, to appreciate their sense of humor, and to be their best, ideal self.

Number Five: The Observer

Have you noticed that some kids:

- Have quiet or shy personalities?
- Like to be alone--get lost in reading or other interests?
- Have definite opinions about most things but show willingness to listen to other interpretations?
- Have an interest in how things work or in philosophical questions?
- Have a whimsical or sarcastic sense of humor?
- Tend to stay separate or hover around the edge of groups?
- Seem uninterested in social norms?
- Dislike it when people pry or lavish too much attention on him or her?

These kids are behaving like Fives, but may or may not stay this way as adult.

Observer-style children have active minds, and are curious about the world. They have no problem entertaining themselves.

People have a hard time understanding that Five-ish children like being alone, and having time to explore what they want to explore! Because their eyes are always open, they can see things that others tend to miss.

They can frighten easily, especially when others are fighting, or when they're put on the spot.

Five-ish children don't usually care about social conventions and don't always interact easily. They may feel awkward or different from other children. Never push them, but gently invite them to join in.

I have a Five friend who is so upset because her grandparents want to throw her a graduation party--she says she hates that much attention! The only reason she is accepting the party is so she can get enough money so she can move to the Alaskan wilderness!

Another friend used to babysit for a young Five who was eight years old. She would take him to the library, but he would refuse to go into the children's section. Instead, he wanted textbooks on Chemistry, Nuclear Physics, and AutoCAD (computer aided drafting). Laura would have to read these books to him like she was reading a story book! This example is extreme, but it shows a Five's uncanny drive for information.

Fives can get into trouble if they find a certain drug that they like which helps them withdraw, quiet their mind, or figure out things about the universe. They can become so separate from society that they just want to go live in the woods.

Encourage and help them pursue their interests!

Number Six: The Questioner

Have you noticed that some kids:

- Worry about safety more than most kids?
- React in extreme, contradictory, or unpredictable ways at times?
- Change moods often: nervous, brooding, enraged, comical, serious?
- Like to argue the opposite side from everybody else?
- Act insecure, suspicious, and frightened? Or cover these feelings by being overly aggressive?
- Try to entertain or please and get people to like him or her?
- Talk fast or in a stuttering kind of way?
- Have compassion for people who suffer?
- Feel more responsible than a lot of adults?

These kids are behaving in a Six-style, and may or may not be this way as an adult.

Six-ish children try to be loyal to themselves and others. Once you're a friend with a Six, you're a friend for life.

Six children are motivated by their fears. Questioner style children can seem either shy and fearful or aggressive and fearless. They all want to feel more secure.

There are two different ways that a Six can behave--in phobic and counter phobic styles. Sometimes a Six will get stuck in the thinking and worrying process and won't come to a conclusion. They're usually on the alert for danger and may panic over little things. These are the phobic behaviors.

At the same time, questioner-style children can also actively confront their fears! They can be brave, strong, quick tempered, rebellious, and antiauthoritarian.

They can worry about everything...which can lead to taking extra precautions.

Six-ish children usually love what is true, good, and beautiful. They can be fearful of the unknown, they need to be in control, and they may tend to be pessimistic or paranoid.

They like order and predictability but can be changeable themselves...and can go from one extreme to the other. They often have trouble making up their minds, and they question things to feel safer.

Six kids want to know who the authority is. Sixes can get into trouble when they become loyal to friends who are not healthy for them. Six-ish teenagers are the ultimate gang members--they will move towards gangs for safety and a sense of belonging, and then they will be loyal to the leaders and other members until the end. Many times they will get their whole family involved with the gang--they want anyone else they are close with to be part of the perceived safety that a gang provides.

Sixes should be encouraged to develop their creative side. They have an incredible sense of beauty and should feel free to use it. They should write to process their thoughts instead of getting paralyzed by them. They should find the authority inside themselves.

Number 7: The Adventurer

Have you noticed that some kids:

- Wake up and fall asleep happy most of the time?
- Seldom miss an opportunity to pocket a fascinating found object?
- Like to be the star?
- Like to do many activities, all at once?
- Like it when interesting people come to visit?
- Have a sunny disposition and an infectious laugh or giggle?
- Make lots of friends?
- Have great curiosity and eagerness for knowledge?
- Like to tell stories and jokes?
- Sometimes ignore or run away from their problems?

These kids are acting like Sevens, and may or may not be this way as adults.

Sevens like to play...and have fun with their friends.

They like to do many things...sometimes all at once! Sitting in school can be boring for them if they are not engaged, or don't find the information interesting. Instead of being inside on a beautiful day, they would rather keep going and find new excitement.

They don't want to be restrained! The only responsibility they want is the responsibility that they *choose* to take on.

Adventurer-style children try to charm adults into letting them do what they want. When they really want something, they don't give up. I begged and badgered my mother for a dog for eight years until she finally gave in!

They're idealistic, love what the world has to offer, and feel good about themselves. Seven-ish children feel supported and cheered on, and give sparkling performances.

Seven kids can get into trouble when they don't deal with the feelings of a traumatic event. This can push them into manic mode, where they just constantly move move move to escape the painful feelings. Also, Seven-ish teens can get themselves into trouble with drug experimentation. Many times, Sevens are up to trying anything. They can really enjoy alcohol and drugs because it gives them a chance to quiet their monkey mind.

Sevens should be encouraged to pursue their interests in a structured way that they enjoy, whether it is art club, a sport, or theater.

Their minds are constantly moving, taking in information and connecting it to what they already know. Though adults may criticize them for not sticking with things, they can acquire considerable breadth of knowledge through experience and curiosity, they are often multitasking, and they can have high ideals. It's important to perceive and acknowledge their gifts and contributions, especially their appreciation of life.

When I was 20 years old I traveled around Europe by myself. About half way through the trip I got an e-mail from my mom that said I should be happy that we have the Enneagram because otherwise she wouldn't understand what I was doing!

Number Eight: The Asserter

Have you noticed that some kids:

- Have an inborn sense of justice and fairness?
- Have a soft spot for those who can't defend themselves, like animals or little children?
- Like to challenge others to stand their own ground?
- Go full force when they know what they want?
- Show anger and dissatisfaction more freely than other kids?
- Can give adults a hard time by being stubborn or bullheaded?
- Often speak and act with authority, but can also detach in certain social situations?
- Want things their way, or the highway?
- Seem to be more in their body than in their head?
- Have a crude sense of humor?

These kids are behaving in an Eight way, and may or may not stay this way as adults.

Eight-ish children are protectors of themselves and those who are closest to them. They look out for their friends and defend those who can't defend themselves.

Eight kids know what they want, and aren't afraid to express it. These children can take charge if they want to, but what they want most of all is to feel connected to life's intensity. If their energy is not met through more and more fun and activity, heroic stories, or incredible experiences in nature, for instance, they may feel hurt and sad.

Asserter-style children don't hesitate to tell people what they think of them. Sometimes they even seize control of their parents.

When they are invested in what they are doing, they work hard and play hard. They hate it when people are phony and condescending!

They can seek revenge and be intimidating, so people are often afraid not to go along with them. Raising Eight-ish children can be difficult because these kids can shift blame and not take responsibility for their behavior. *On the other hand*, people often misunderstand and blame them or judge them wrongly for their natural exuberance.

Tucked inside of Eights is their warm, gentle, sensitive, and vulnerable side (a man I work with said that Eights are like Fours inside themselves). You will see it if you earn their trust and respect. Be straightforward, dependable, and honest with them.

Number Nine: The Peacemaker

Have you noticed that some kids:

- Like to watch TV, use the computer, or loll about the house?
- Inspire people to call him or her "sweet" or "accepting"?
- Have trouble with decisions and go along with others most of the time?
- Tell the family therapist everything is swell even when it isn't?
- Climb into your lap to hug and resist getting off?
- Move or speak a little more slowly than most other kids?
- Get his or her feelings hurt fairly easily?
- Have a stubborn streak?

These children are acting like Nines, and may or may not behave this way as an adult.

Nine-ish children want everything to stay pleasant. Clashes are very upsetting to them, so they try to live life harmoniously.

These children can merge with others, and can take on aspects of all the personality types, depending on who they are with.

They're usually wise, goodhearted, and understanding. They can see all sides of an issue, which helps them get along with others, but makes it hard for them to make decisions.

While they usually have a mellow, relaxed personality, you can occasionally detect some anger in their voice or expression. In fact, sometimes they erupt!

Nine-ish teens can get into trouble when they become totally apathetic about their lives and their future. They don't know what they want for themselves, so they just "sleep" instead. Most of the time they feel invisible. They can turn to heavy drugs to go inside themselves, or to help them be social, and to help them relax even more. These kids find it difficult to set any kind of goal for themselves, but you can't push them towards anything either, because then they feel controlled. They need to feel supported when they make a decision about their life.

Nine-ish children often feel especially connected to nature. Others often see them as more easygoing than they feel. Treat Nines, as all children, gently. Show them you really see and hear them and value their presence.

The Enneagram of Pooh

One:	The Rabbit
Two:	Kanga
Three:	Christopher Robin
Four:	Eyeore
Five:	The Owl
Six:	Piglet
Seven:	Tigger
Eight:	Roo
Nine:	Winnie the Pooh

Personality Types and Learning

Heart 2-3-4

Type Two Tending to people

- A. Wants to Learn:
* How to communicate with others themselves
* What makes people tick
- B. Learns best:
* Without competition, cooperatively
* By sharing knowledge with peers
- C. Hates it when:
* Teacher is disrespectful or rigid
* Deprived of human contact

Type Three Excellent Performance Where?

- A. Wants to Learn:
* Something new
* To do the task best way possible
- B. Learns best:
* In exciting, engaging environment
* Diving into the experience
- C. Hates it when:
* Teacher talks down, incompetent
* Wants teacher's answer only

Type Four Lives in Virtual Reality

- A. Wants to Learn:
* Through expressing feelings
* Creating something new, fantasy
- B. Learns best:
* In a structured environment
* With "hands-on" experience
- C. Hates it when:
* Too much info at once, overload
* Not enough positive feedback

Head 5-6-7

Type Five Recreating Data

- A. Wants to Learn:
* Gather data of interest to them
- * Use data to come to new knowledge
- B. Learns Best:
* Do own research first; then others
* Experiencing the learning
- C. Hates it when:
* Teacher is dictator; people belittled
* Pushed to answer before thinking

Type Six Covering All Bases

- A. Wants to Learn:
* To acquire new info; take on a challenge
* See familiar in a new way
- B. Learns Best:
* Clear guidelines, deadlines, expectations
* Time to explore, question, find validity
- C. Hates it when:
* Others are defensive about their questions
* Pressured to act before ready

Type Seven What Amuses Me

- A. Wants to Learn:
* To satisfy curiosity, what they like
* Be appreciated for their work
- B. Learns Best:
* With demo of how to do it
* Left alone to figure it out
- C. Hates it when:
* Told to do what they dislike
* Learning doesn't seem relevant

Gut 8-9-1

Type Eight Charge Right in

- A. Wants to Learn:
* To take on a challenge, prove
- * Possess info to achieve a goal
- B. Learns Best:
* Plunging into the experience
* By teaching others the material
- C. Hates it when:
* Talking is primary learning method
* Anyone obstructs learning process

Type Nine Being There—

- A. Wants to Learn:
* Experience whatever is around
* Explore something new & different
- B. Learns Best:
* When teacher prods & encourages
* With clear directions & timelines
- C. Hates it when:
* Left alone to complete big project
* Asked to choose from many projects

Type One Doing it RIGHT!

- A. Wants to Learn:
* To do it right & get a good grade
* Achieve a clear, logical goal
- B. Learns Best:
* Clear, well-organized assignment
* Plan their learning, logical goal
- C. Hates it when:
* Teacher is hyper-critical, judgmental
* Not treated fairly; can't reach goal

Important--Sometimes the Enneagram is not a good thing!

The Enneagram can be misused, especially when working with children. If a child is happy, healthy, and doing well, the only reason to use the Enneagram would be for YOUR own use. The Enneagram is helpful for people to understand why others are the way they are, but it is not something that should be pushed onto people.

Sometimes when a person learns about the Enneagram, he can become incredibly conscious of his weaknesses or challenges, which can be damaging, and is not the message we want to give to children. We want to guide kids to find themselves, and not who their Enneagram type says they should be.

When children are happy and healthy--LET THEM BE. If they are bothering you, then it is probably your own problem or challenge with your own type.

My roommate, who is a Six, jokes about how the Enneagram has influenced her life:

"I was living completely fine--a nice life--and then I find out I have all these fears that I'm supposed to have--and now I'm afraid that I have all these fears!"

When I got really into the Enneagram around 19 or 20, I used to think that because I'm a Seven, anytime I was happy I was running away from a problem or a fear. I questioned myself anytime I was feeling really good. That's not the point of the Enneagram, and now I realize that I'm allowed to be happy, even if I am a seven!

The Enneagram is a great tool to create understanding--sometimes people are just so different from us, that we can't understand what could possibly be going through their head. It is helpful to understand what's going on with kids. When used correctly, the Enneagram can also help when people or kids are unhealthy or unhappy. The next section goes deeper into the Enneagram to go behind the characteristics, and understand WHY people are the way they are.

Going Deeper: Getting a better understanding of the personality's motivations, focus, stress response, and thought patterns.

The Three Centers: Mental, Emotional and Physical

Each of us has three parts which influence us: our thoughts, our emotions, and our bodies. These three centers are like the ingredients that make up human beings, and by understanding these centers, we can better understand ourselves and each other, and create balance among the three.

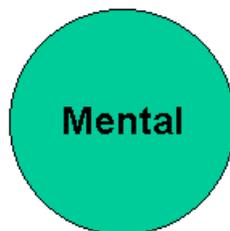
You can think of the centers like three different engines inside of us that keep us going--some people say that it's as if the centers speak three different languages!

Each personality type has a dominant center from which a person taps into specific qualities, and each person also has a center which they repress.

Our personality is determined by the center that is dominant, and by the center we repress.

Each center has different qualities--all of us have access to each of the centers, but we prefer one center, and we also repress one.

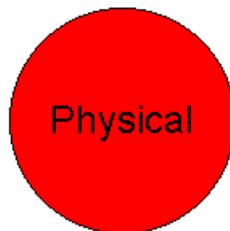
THE THREE CENTERS AND THEIR QUALITIES



Thinking
Structure
Right Information
Safety&Security
Objectivity
Vision
Look over
Values



Feeling
Unconditional Love
Right Attunement
Subjectivity
Relationships
Communication
Organization
Creative Fantasy



Doing
Discipline
Making things happen
Right Action
Body based experience
Realization
Practical
Perceiving in systems

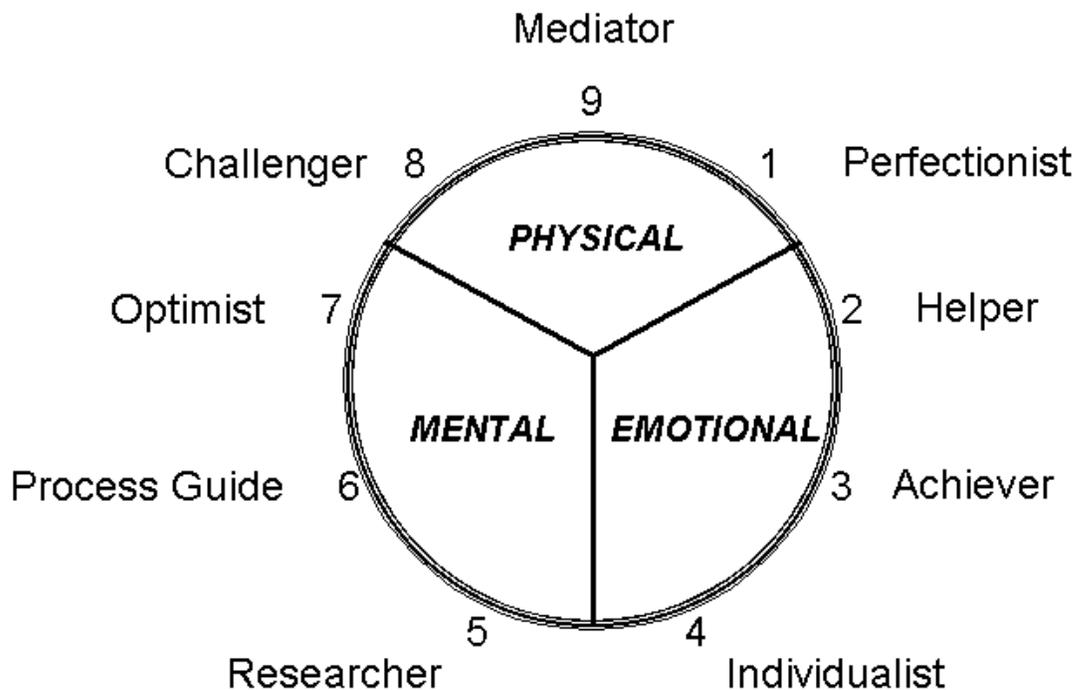
The Dominant Center

The Enneagram divides the nine types into three groups:

- The Feeling or Emotional Group (Two, Three, Four)
- The Mental or Thinking Group (Five, Six, Seven)
- The Physical or Instinctive Group (Eight, Nine, One)

All of us have access to all three pathways, just as we all have access to the other Enneagram points, but each of us is primarily comfortable with one.

Types and the Centers



2,3,4 - Emotional, Heart, Feeling, Relational, or Focused on One-on-One

5,6,7 - Mental, Head, Thinking, Intellectual, or Focused on All

8,9,1 - Physical, Gut, Instinctive, Doing, or Focused on Self

The Emotional or Heart Center (Types 2,3,4)

The Emotional Center is the principle of relationships and contacts. It is the part of our self that knows and values the feelings of ourselves and others. It is also the part of us that needs communication and gives it back, and the part that knows how to cooperate and organize. The creative fantasy, that has a contact with our inner being and connects things in a new way, is also part of the Emotional principle.

Kids whose dominant center is the Emotional Center (types 2,3,4) focus on relationships, personal connections, and image.

Qualities of this center:

- ◆ Making right connections
- ◆ Communicating
- ◆ Processing
- ◆ Organizing
- ◆ Making contacts
- ◆ Creating relationships
- ◆ Personalizing
- ◆ Harmonizing
- ◆ Empathizing
- ◆ Introducing

These three types are searching for an *authentic emotional connection*. When they cannot make this connection, uncertainty and doubt will start to rise. This is the moment that disharmony will start in the communication. All three types will confront you (in different ways) until the moment you open up.

Points Two, Three, and Four are concerned with **people** in their direct surroundings (focus is on one-on-one connections).

They focus on motion and emotion. These are primarily kinesthetic people.

These types are **focused on the past**. This means that they learn by comparing the present with an action from the past. It is very hard for these types to brainstorm about something new in the future.

- Twos focus outward to the feelings of others (empathy)
- Threes avoid their own feelings and others so they can get the job done
- Fours explore their own psyche, down and inward

Two, Three, and Four are sometimes called the image or vanity points. To them, how they appear to others matters a lot.

- Twos want to be admired as indispensable helpmates
- Threes bask in the glory that others see in their accomplishments
- Fours want others to know they are deep and authentic

In order to make a decision, Two, Three, and Four *compare and contrast*. With whom do I have a better personal relationship? Which relationship do I like better? Which is more important or has the bigger payoff?

They know these answers right away, and therefore their decisions - within their expertise - usually come pretty quickly. Their decisions are largely based on how they relate on a personal level (one-on-one).

The Mental or Thinking Triad (5,6,7)

The Mental principle is connected to the activities of the intellect. It expresses itself through the power of logical thinking, objectivity, strategic planning, surveying, setting values and principles, concentration, and structuring. The Mental principle supplies the first step in every right action.

Kids who are in the Mental Center (5,6,7) focus on getting information, trusting others, and have issues with fear. These kids process everything through their head.

They process in a linear, logical, and sequential way.

Functions of this center:

- ◆ Getting the right information
- ◆ Structure
- ◆ Planning
- ◆ Concentrating
- ◆ Giving direction
- ◆ Brainstorming
- ◆ Thinking
- ◆ Foresight
- ◆ Establishing of values and principles
- ◆ Keeping objectivity
- ◆ Producing ideas
- ◆ Seeing the "big picture"

The central issue of these types is *trust*. When they don't trust the situation or you, then it will be hard to make a connection with them. No trust with these types leads to uneven communication.

They are constantly are *scanning* the environment with their eyes to look for incongruence. They scan you, and can notice any changes in body language. When your words don't match your body, they will notice that immediately! It is at this moment that trust issues come up and they start to feel unsafe and insecure. The second these kids sense a hidden agenda, they will loose all trust in you.

For these types there is the slogan: agreement = agreement. They will keep you to that!!

Points Five, Six, and Seven put their trust in *ideas*. They like to find solutions that enlighten the whole world--their focus is on ALL people.

Concepts and information are the coin of their realm. These are the kids who are constantly asking questions, and who always ask *why*. Some adults feel hurt or angry when these kids constantly question, but it is their way of feeling safe, and it's what they need to move forward.

These are primarily visual people (the word idea is from the Greek 'to see'). They process their situation and environment by *seeing*. They learn by finding information (missing pieces) that they lacked about an idea.

Safety and security is their central concern.

- Fives take their fear inward, and it petrifies them.
- Sixes struggle directly with intrepidity, either running from fear or compulsively confronting it (fight or flight).
- Sevens bounce up and out from their fear instead of dealing with it, using it to catapult them into exciting new possibilities.

People in this group search for legitimate, trustworthy authority, but it is their own inner authority they are unwittingly looking for.

The Mental triad likes to analyze--to take a problem apart and look at its component parts to see how they fit together, particularly in the context of a system or a theory. These three points solve problems by trying to understand them.

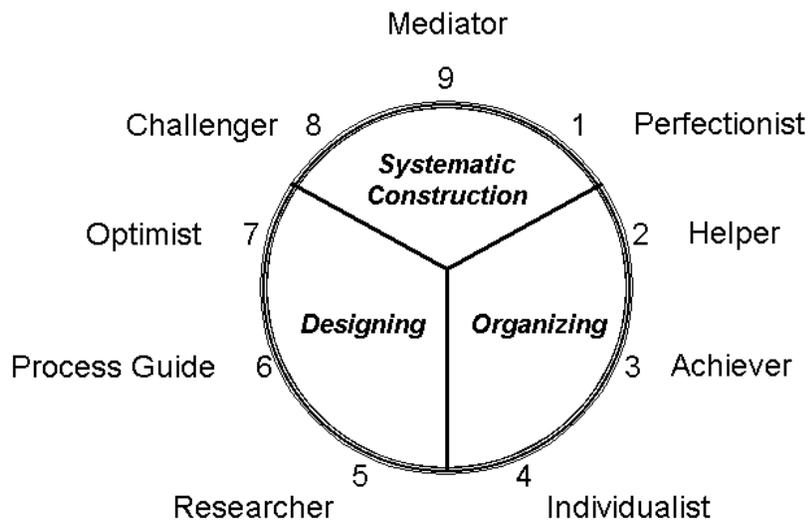
The Mental group makes decisions based on feeling safe and having enough information. They try to understand before deciding and therefore sometimes need more information before they feel they can move forward. Most of the time, it is all about having the right information on paper.

Because they are visual learners, these types have to see it (your words and promises) on paper before they trust it.

The Physical or Instinctive Triad (8,9,1)

The Physical principle is related to the body and the conversion of feelings and thoughts into action. This is the pragmatic part of people that is expressed in constructing, doing, completing, and realization.

For example, people representing the three centers are building a house together. The house is designed on the mental level, the construction is organized on the emotional level, and it is systematically built on the physical level. The following model has different names for some of the types to show possible options.



Kids with a dominant Physical Center are focused on action, doing, and systems, and have issues with anger.

They process in systems (by a complicated process of collecting, matching, and seeing connections between relevant information).

Functions of this center:

- ◆ Doing
- ◆ Applying
- ◆ Making
- ◆ Producing
- ◆ Making things concrete
- ◆ Detailing
- ◆ Right action
- ◆ Making things operational
- ◆ Being practical
- ◆ Cooperation
- ◆ Uniting
- ◆ Systemizing

Their central issue is **energy and justice**.

All three types instinctively judge you on your **level of energy and power**. When they are healthy they will encourage you to be more energetic and present. When they are unhealthy they will start confronting you and not accepting you.

They have a special **sense of injustice** and they will be fierce fighters against it.

Communication is about playing on the battlefield for these three types. They are in a constant power battle with themselves and others. When you cannot match their energy, they will judge you as weak and there will never be straight communication. These kids will test you--if you do not call them on their manipulation techniques, or question them if they are obviously doing something wrong, they will see you as weak, and you will not have their respect.

For points Eight, Nine, and One, issues of **will** are central. "Whose will is more powerful, yours or mine?" Focus is on personal will (self) against the other.

- Eights want their own way.
- Nines try to avoid expressing their will.
- Righteous Ones try to impose the 'correct way'.

This is the control triad, so these types want to make their own decisions at their own time pace and don't like to be pushed, or feel pushed and controlled.

While the Mental triad is oriented towards the future and the Emotional triad on the past, this triad has a resistance against the present moment. Types from the Physical triad do not want to be pushed into the moment.

When their will is provoked, each of these types has a characteristic anger.

- Eights explode their anger outward towards others.
- Apparently placid Nines, ambivalent about their will, are simultaneously the most easygoing (at first) and the most willful and stubborn (later) on the Enneagram.
- Ones turn their anger in on themselves.

These are primarily auditive people. They can learn by hearing something, and then doing it themselves. These people learn only by experiencing it themselves (body based-learning).

***Eight, Nine, and One decide by comparing with precedent: How have we done it before?
What category does this fit into?***

- An Eight either outrageously explodes convention or, as with Saddam Hussein, justifies himself by comparisons to a predecessor (Nebuchadnezzar). Either way, the referent is what has happened before.
- Nines are creatures of habit ("Why do we sort the mail this way? Because we've done it this way since the Truman administration, that's why").
- Ones decide by referring to the established rules.

The Repressed Centers and the Hornebian Model

Just as each type has a center which is dominant and the main "language" for the personality, each type also represses one center. The center that is repressed determines how people respond when they are in stress or conflict. As soon as stress or tension comes along, each type represses one center, which causes problems in how they react to stress.

When working with kids it is essential to understand how they respond to stress. The reason kids get into trouble is because they feel stress, and then respond to it in an unhealthy way. Tension can come from relationships with parents, not having enough money, school, peers, or many other factors.

In many cases it is difficult to change an environment for a child. If a teen is not getting along with his or her parents, it is not easy to move out or change the environment. Therefore, kids need to learn how to respond to stress in a healthy way, and not in a neurotic way, which is determined by their personality and the center which they repress.

This section is very helpful for people who are working with kids who are difficult, or who have a lot of problems.

The Hornebian Model

In her book, Our Inner Conflicts, (1945) Karen Horney described three different forms of Neurotic Conflicts. She gave many lectures for the Academy of Medicine and the Association for the Advancement of Psychoanalysis.

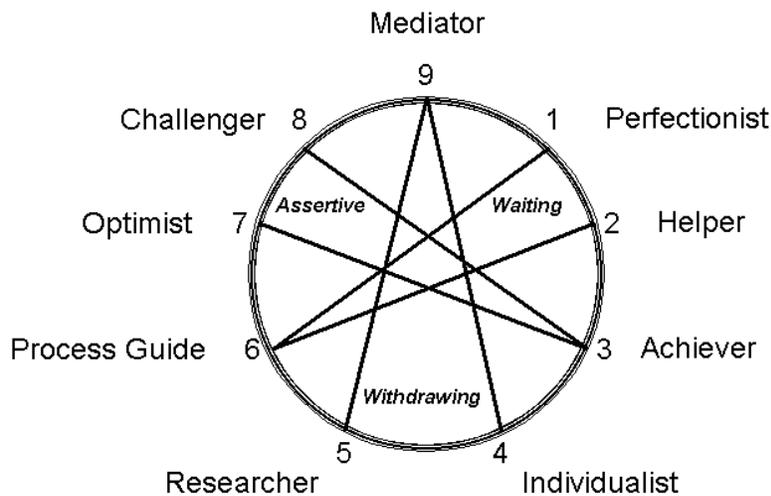
Riso and Hudson have combined this model with the Enneagram model and show how the types fit into Horney's different groups.

The forms that become very visible in times of conflict, tension, or stress are:

- | | | | |
|-------------------------|--------------------|-------------|------------------|
| • Move towards people | Waiting, Compliant | types 1,2,6 | Repress Thinking |
| • Move against people | Assertive | types 3,7,8 | Repress Feelings |
| • Move away from people | Withdrawing | types 4,5,9 | Repress Doing |

A lot of the time kids will take on the qualities of all of the types within their Hornebian triad. The only way to identify some kids is by determining if they are assertive, waiting, or withdrawing. For example, a child may not have one Enneagram type yet, but he will appear very much to be an assertive type, and will look like a three, seven, or eight depending on the situation.

As a type this model will always be there. We will always stay within one of these groups.



This model is very simple and gives a quick idea or understanding about what is happening with an individual.

- Withdrawing people will move away from you or society under stress, and will repress their doing center when they are under a lot of stress.
- Assertive types will move against people in stress or conflict, and they when they feel tense, they will repress their feelings (through denial, repression, or rationalization).
- Waiting people will move towards others when they are under stress, and repress their thinking center when they are in a conflict.

To make a decision, Withdrawing people need time to get the message in and will come back when they have processed the information. They will take more time than people who are Assertive--these people will always react quickly. Waiting types will just move towards you and ask your opinion, or ask you to give more information. These types sometimes want someone to make the decision for them.

In stress, these movements will become more extreme and lead to Aggressiveness (assertive types), total Detachment (withdrawing types), or extreme Pushing and Complaining (waiting types).

Moving Towards People (types 1,2,6)

This group is also called:

- Repressed Thinking Types
- The Indulgent types
- The Compliant types
- The Waiting types
- The Service types
- The Following types

Inner questions of these types are:

- "Will he or she like me?"
- "How can I meet the demands of what others expect of me?"
- "How can I be a responsible person?"

Types one, two, and six can be appreciated for their connection to their "higher self." They are constantly moving towards the ideal, and genuinely want to better themselves and others. They set the standards, which keeps us on our toes, and pushes us to excel to be our best person.

In stress or tension, however, these types will look outward, and will not use or trust their own inner being.

These types share a need to be of service to others. The compliant types all attempt to earn something by placating their superego to get what they want. They do their best to be "good boys and girls" to get their needs met.

They are authority oriented. All three types accept their own helplessness, and although they still have uncertainty and fear, they are searching for help and understanding from others who they respect and are of authority (in their eyes). Only when they have found those people will they will feel save enough to relax.

When there is a division in family or friends, they will always turn to the strongest person or strongest group. By doing this, they get a feeling of belonging and feel less weak and less isolated. They have a strong feeling of wanting to belong.

Being obedient works better for them than giving orders. They easily give in and have no problem in taking a second position. Most of the time they are friendly, forgiving, and have no conscious feelings of revenge. These feelings are repressed, so they often wonder why they give in so easily without any feelings of remorse.

They know that they are over-indulgent, and afterwards always ask themselves "Why did I give in?" This creates a lot of internal anger that's mainly focused on themselves.

These three types try to obey the internalized rules and principles that they learned as little kids. As a result, they often become authority figures themselves--especially Sixes and Ones. When one of these types enters a room, their automatic sense of self is that of being "better than" others, although this is usually expressed subtly.

When stress occurs they become compulsive, start to generalize, and create fear or despair when their needs of appreciation and affection are not being met. They have a strong feeling of wanting to belong. Sometimes, under a lot of stress, these people can become real fundamentalists and turn themselves against the authority.

Keywords are:

- Searching for someone to lead them
- Needing to belong
- Wanting approval
- Acceptation
- Appreciation
- People should need them
- Important to be special (especially to one person)
- Searching for help
- Seeking for protection and care

Why do they become compliant?

Type 1 Will become compliant when they are angry. They have difficulty expressing their anger when they feel themselves controlled. There is an autonomy problem and they expect others to notice this.

They want to earn Autonomy (feeling that they if are perfect, others will not interfere with them).

Type 2 When the Helper cannot help he or she will move towards you even more. This happens because they feel they are losing the one-on-one connection. All they want is to restore this connection.

They want to earn Attention (serving and doing thoughtful things for others).

Type 6 Become compliant if they feel unsafe or insecure. Often this happens because they don't have enough written information and are missing the overview.

They try to earn safety. (I will be safe if I do what is expected of me).

These kids find it important to do well in school, or in life, because they "should" do well--they want to "do the right thing." These are the kids who will get upset if an adult breaks the rules--this will cause them to feel unsafe or angry because their authority figure can't even follow the rules, and may inspire them to rebel.

As kids, these types could be considered the "followers" a lot of the time. They will move towards parents, teachers, staff, or peers as authority figures, but when they do not have someone they feel comfortable with, they are in danger of moving towards others for protection (like gangs). These kids are loyal to their gang or group of friends; they will do what they are told to do (even if they don't agree), and will help the leaders in exchange for a sense of belonging and protection.

These types are most in danger if they become loyal to friends who are not healthy for them. It is too hard for them to separate from people once they establish a connection.

Moving Away From People (types 4,5,9)

This group is also called:

- The withdrawing types
- The aloof types
- The dream types
- The not grounded types

Inner questions of these types are:

- Will he/she cause trouble for me?
- Does he/she want to influence me or leave me alone?

These types do not have much differentiation between their conscious self and their unconscious, unprocessed feelings, thoughts, and impulses. Their unconsciousness is always welling up into consciousness through daydreams and fantasies--they have a strong connection with their inner id.

The withdrawn types all withdraw to get what they want. They disengage from others to deal with their needs.

These types don't want to belong and don't want to fight--they just want to stay away from it. They have a feeling that they don't have a lot in common with other people, who after all, will never understand them. These people feel that they are special. Often from a very young age on they will start building up their own world around them with nature, books, and dreams.

Although they can be very passionate in having contact with other people, deep inside they just want to keep a distance and stay away from others. This is very contradictory and often they themselves are not even aware of it. It is like a push and pull movement. They attract people with their qualities and then start pushing people away because they will never understand them after all. These types have the ability to observe themselves with a objective curiosity, like they are watching a piece of art. They are excellent observers of their own inner processes and dreams.

They have an inner drive to keep and create an emotional distance between themselves and others. Deep inside they don't want to be emotionally involved with anyone, not in love, not in battle, and not in cooperation. They draw a magic circle around them wherein nobody may enter. They always communicate superficially and become afraid when someone is entering their emotional space.

When stress occurs between people, and they themselves feel pressured, these types will automatically start withdrawing. They will move away from the world into an "inner space" in their imagination. They will cut the ties with friends, family, and themselves--from the woods, they will start observing what is happening. They are no longer part of the group, or the family, and feel it is best to solve the problem by themselves.

Keywords:

- Aloofness
- Analytical
- Keeping a emotional distance
- Avoiding conflict
- Alienation (become a stranger to themselves)
- Want to solve everything themselves
- Resourceful
- Independent
- Avoiding competition, prestige, and success
- Need for privacy
- Integrity
- Do not want to be influenced, pressured, bonded, and committed
- Resistance against rules
- Stay in their "Ivory" tower
- Dreamers, rich inner life, vivid imagination
- Need to be a unique personality
- Don't want to be involved, need no one
- Inventive escapers

Why do they withdraw?

Type 4 Fours will withdraw when ethics and values are being crossed of themselves and others. They withdraw in an unique way with often lots of drama and melancholy.

They withdraw for attention (in the hope that someone will come and discover them).

Type 5 Fives withdraw when you cross the line of their level of safety, security, and secrecy. Fives compartmentalize. When you are in compartment *number one* then you have to stay in *number one*.

Fives withdraw because they need more information or security; the puzzle is not complete (I will be safe if I stay away from others)

Type 9 Nines withdraw because they are angry. Although they are always avoiding conflict this doesn't mean that they are not angry!

Withdrawing is a way for them to gain autonomy (to have their own space).

These kids can get *deeply involved* with abusing drugs--especially drugs that get them into their own inner universe. Marijuana, and psychotic drugs like acid or mushrooms, will let kids leave this reality and completely withdraw. They will get in trouble when they become too dependent on the drugs and start stealing, selling drugs themselves, or doing anything to get money to buy the drugs. They see the drugs as the easiest way to enter their dream world and separate from everyone else. They are really the only types who enjoy doing drugs by themselves.

Moving Against People (type 3,7,8)

This group is also called:

- The assertive types
- The aggressive types
- The against others types

Inner questions of these types are:

- "How strong is she/he as an opponent?"
- "Can I use him/her for something?"

These types presume that everyone is hostile, and they refuse to admit that they are hostile themselves. Life for them is a battle of all against all and they feel pity for those who cannot follow this battle (those are the weak). Because of this ongoing battle, it is very hard for them to make exceptions. It is all or nothing!

The assertive types insist on or demand that they get what they want. Their approach is active and direct as they go after what they believe they need.

They often express themselves clearly, but they can also pretend to be nice with an air of "I can be good" or "everyone can have his share." They can have the attitude that serves them best in certain types of environments. They are good at adjusting themselves. People are with them or against them.

They have a deep need for affection and acknowledgment. Although they have a hard time admitting or recognizing it, they have a deep fear of not being the best. This makes them the most competitive people of the Enneagram. They perceive the world as an arena where only the strongest will survive.

When people from this group enter a room their automatic response will be, "I am the center. I am what is important here, something is going to happen."

These types always know what they want and are often very goal and task oriented. All three immediately know how the goal can be reached, and become assertive when someone is blocking the road towards reaching that goal.

The assertive types are ego-oriented and ego-expansive. They respond to stress or difficulty by building up, reinforcing, or inflating their ego. All three types have issues with processing their feelings, which becomes more apparent under stress than in relaxation.

- Under stress, Threes will work towards the goal in a conflict avoiding style. They can be team players but will do it themselves when they don't get support.
- Eights will walk straight to the goal and smash all roadblocks.
- Sevens will have lots of ideas to reach the goal and will just take another road when someone is blocking the one they are currently taking.

Keywords:

- Power battle (direct or indirect)
- Goal oriented
- Need for excellence
- Success
- Prestige
- Ambition
- What's in it for me?
- Be the best fighter
- Be the best salesman
- Be the best presenter
- I am right
- Don't admit faults easily
- Opportunistic

Why do they become assertive?

Type 3 Threes will become assertive when you block the way towards the goals they have set. Threes are always moving from one goal to another.

Threes demand attention (doing whatever wins recognition and attention).

For example:

There are a lot of Threes who are drug dealers because they need a lot of money, and quickly, to support their image. They need the right clothes, the nicest car, and the best things in their house or apartment for themselves and their families. When Threes decide on their goal, they will reach it. They quickly find that they are good at dealing drugs! They are natural salespeople, and they find they can manipulate others to do what they want. They find they are good at managing the money, making a profit, and they are efficient. Why work for \$6 an hour, when you can make \$500 in one good hour? They find that as they get better at selling, and as they start to get more money, they get the most attention on the block for being the BEST drug dealer. Threes usually don't become addicted to drugs because drugs just get in the way of their goal. They will use, but they can easily stop if they want to. Doing drugs is not a good image for a Three, anyway.

Type 7 Sevens will become assertive when other people are not keeping their promises, which block the way for the Seven to reach his/her goal. They are very inventive and have multiple ways to reach goals.

Sevens demand security ("I am going after whatever I need to feel secure").

Type 8

Eights become assertive when people don't want to stand up for themselves or don't want to develop or grow (certainly when this blocks the goal the Eight has set).

Eights demands autonomy ("I am the strongest").

For Example:

A lot of drug dealers are Eights because of the power, control, money, and justice issues. If they feel they are not getting a fair amount of money, they will just get it themselves. They see the incredible power given to drug dealers, and they want the same control. They are attracted to the intensity of the situation. Their egos grow as their drug supply grows. Soon, they aren't even selling the drugs--they are distributing to others to do their work for them. Why should they work for \$6 an hour when others are making \$500 in an hour? It wouldn't be fair. One kid in prison, Leon, said that his younger brother went to a party over an hour away from their home town. The younger brother told Leon that EVERYONE at the party had heard of him--Leon was like a legend. Leon said that he loved being known and having so much power. Eights will do drugs to relax, but they can stop using drugs if it is getting in their way.

Part II: Creating Balance:

Now that we understand kids better, how can we help them? Practical steps and various methods of helping kids

*"If you are not for yourself, who will be for you?
If you are for yourself only, what are you?
If not now, when?"*

- - *Rabbi Hillel*

As people, our main goal is to find our sense of self.

The most important thing I learned when working with kids who are about to get released from prison is that all change comes from within. People will not change unless *they* make the decision to change themselves, or they *want* to change.

Many times people *do* want to change themselves or their situation, and they just don't have the tools to do it, so that's where others can help. Teenagers are not little adults in the sense that they are still in the process of experiencing life, and learning from their mistakes (I've heard that the only bad mistake is the one that is not learned from).

We just need to be able to see the difference between teens who have the desire to learn from their mistakes because they don't want to repeat the same patterns over and over, and the people who don't care to learn from their mistakes because they *truly* don't want to change--which is perfectly OK. When people don't want help, or don't want to change, we have to realize that we've tried, and whatever people decide for *themselves* is what is right for them at that moment.

The only person we can really ever change is ourselves. If we make the decision to work with people, the main responsibility we have is to be **emotionally honest**. The moment we become honest with ourselves and with others, amazing things will begin to happen. When we know what we want and how we feel, and if we are honest about it, people will sense that and will respond.

Our second responsibility is to be **genuinely invested**. When we are emotionally honest and genuinely invested in working with people, we have the main foundation. From there, we will work to acquire the knowledge that we need, we will ask the right questions, and the money will come. Think about any tough situation you have right now, and spend some time evaluating if you have been emotionally honest and genuinely invested. Then you can make the appropriate changes for yourself.

Our main goals in working with youth are to be honest, invested, and to let children and teenagers find their own sense of self.

With that understood, we can look at different techniques to work with kids and teens who want to work with us. Sometimes kids don't look like they want adult involvement, but we need to look beyond the surface, offer what we can, and let them take it if they want it.

Discipline and Working Relationships with the Body Types (8,9,1)

These types need to respect you if you are going to discipline them. You must be totally honest with them, and do what you say you are going to do, which means following through on promises and consequences. Overall you just need to be REAL with them, which means being yourself. In many ways they have to feel like you understand where they have been--they think that you can't help them stop doing drugs if you've never done drugs before. Too much discipline will have a negative effect because they also need to develop their sense of self. ***When working with body types, the goal is to lead them to self-discipline.***

The Eight, or the Asserter, needs boundaries directed towards the outside. You shouldn't be afraid of them--push them from love because you care about them, and then let it go and hang out with them. Bill, a teen from my program, wishes someone gave him boundaries when he was a little kid instead of having to go to prison to get boundaries. Eight-ish kids see boundaries/discipline as love and someone caring or having an interest in their lives. They will fight with you about the discipline to test you--you should hold your ground, but make sure the consequences are FAIR!!! Justice is a main concern. When they are doing well, loosen up to show you can trust them to *self-discipline* themselves--that's the goal.

The Nine, or the Peacemaker, needs boundaries, but in a more careful way. When nines are pushed too hard they will withdraw and become incredibly stubborn, which could last for years. Nines can want autonomy so badly that even if they know one decision is right, they will choose another because someone has tried to pressure them into the right one. With Nines, you can use a white board to write down all the activities of the day which need to be accomplished. You can even put an order of importance on the board, and pre-set rewards and consequences for when the plan is, or is not, followed. Remember to work *with* them. Another thing that works with Nines is letting them pick their consequences if they don't do the things they want/need to do. A friend decided that she would pay someone \$5 every time she missed a class, which is the only thing that can get her to go to class.

The One, or the Perfectionist, needs boundaries directed towards the inside, so they don't get lost in the little details or in the ideals of themselves and others. Don't let them always be perfect--make them take a break! Make them write, or express themselves in a creative way--they need high expectations to loosen up! Also respect that they need some rules from you to follow, otherwise they will make their own rules for themselves, which are usually much harder than yours. For example tell them that they must do three chores this weekend--otherwise they will do ten because you didn't set the boundaries!

Love and Working Relationships with the Heart Types (2,3,4)

"Love--not in the infantile sense of being made happy, but in the Universal sense of quest, and daring, and growth." --James Baldwin

To give love, you need to make an authentic emotional connection with a person. This means that YOU must be honest about your feelings and share with kids. They want to hear about your life before they will talk honestly about their own lives. They need to feel like they can offer you something--it needs to be a two way connection/relationship. They need attention from you when they are doing things WELL. They will push themselves to excel in a positive way if a relationship is important to them. **When working with Heart types, the goal is to lead them to self-love.**

The Two, or the Helper, needs a solid, fun connection. Give them a chance to help you, or other people in a positive way. Do activities with them that they enjoy--let them create a whole fun day for the two of you. My friend Walter is a Two, and jokes that for a fun day we should find "Uncle Wally." Push Two-ish children to look inside and figure out what they want for themselves.

The Three, or the Achiever, needs unconditional love, throughout their successes and perceived failures. Give them attention for things they do well, like basketball, art, dancing, etc. Go to their games, go to their art shows, sit in the first row at their dance recitals--be present. Love them, encourage them to be emotionally honest, and to take responsibility for their actions.

The Four, or the Individualist, needs a deep and emotional connection. You should first share with them, and then listen to what they have to say. Acknowledge them and their feelings, and appreciate and support their artistic and creative side. Don't get caught up in their feelings--it won't help them if you take on their intense emotions. When they start to withdraw, do something with them--take them on a walk or out to dinner.

Structure and Working Relationships with the Head Types (5,6,7)

These types need to trust you to give them structure. This means a CONSISTENT relationship--(they can trust you in a few minutes--but you must always be consistent to maintain the trust). If you cannot be with them on a regular basis over time, find someone who can. To show them that they can open up and trust others, you also must be trustworthy. If you have any hidden agendas, they will see them, and the trust is lost. You must be genuine in your efforts to work with them. You don't have to *personally* give them structure all the time, but help them find structure--a good school, activities, a plan. These types can quickly move their interest to something else, so they need a schedule to keep them focused on what needs to get done (like homework, chores, etc.). They need to feel safe and secure. ***When working with Head types, the goal is to lead them to self-control.***

The Five, or the Observer, needs intellectual stimulation! If you are not interested in the solar system, find books or classes for them. They don't need you to be as interested, but they want the information. If a young five doesn't have something interesting around, he will find it himself--by taking apart the TV or the phone, for example! Teen fives will turn to drugs so they can figure out the world--show them they can figure it out in other ways. BE there for them when they NEED you. Keep a safe and relatively quiet environment.

The Six, or the Questioner needs you to help them feel safe. They need a plan--what they are doing NOW needs to lead to something in the future. Work *with* them to develop a schedule for themselves. Make sure your relationship is dependable and more structured with a Six than with other types. For example, you should set up definite meeting times with Sixes, and don't back out without a good, honest reason. Don't give them a lot of responsibility--take on some responsibility yourself.

The Seven, or the Adventurer needs healthy things to do, which are enjoyable or interesting. Search out activities that don't cost a lot of money, like outdoor stuff, school organizations, or community groups. One kid said, "don't take us to the arcade, take us outside!" Free time is the devil's playtime, especially for a seven, so plan healthy activities that they like--it helps them feel secure. Help Sevens face their fears/problems instead of running away--help them get through their problems when they become too paralyzed by fear to deal with them. If they are totally wild, structure that they don't enjoy will help them appreciate the little things in life.

All people NEED discipline, structure, and an emotional connection--the overall goal is balance.

If you start with discipline with an Eight, for example, everything else will fall into place. Once they have discipline, and can discipline themselves, they will be able to open up more to connections, and they will create structure for themselves.

Don't think that just because an Eight has discipline that he will be OK for the rest of his life, but see it as the starting point, and don't forget his emotional side if he wants to show it. And if he asks for structure, like a club or something, don't ignore that. Discipline can come through making them show up to a structured activity. Remember that we all have each of the centers inside of us, and the overall goal is to balance the three centers.

Another example--Threes first need a connection. Yes, they need structure, like a sport, but then they need you to go to their games, and cheer them on. Yes, they need discipline, but it has to come from love and as attention from you. Everything starts, however, from that FIRST CONNECTION.

You don't have to be superman or wonder woman--just be invested and honest, give them what they first need--and then allow the balance to fall into place.

Section on Understanding Yourself

Like Joanne said before, her first instinct would be to take a child out for ice cream, and cheer them up if they are feeling bad, but now you can see why that wouldn't work if a kid needs time to process his feelings. People who are in the emotional center sometimes think that all a kid needs is love. Kids who are Eights, however, will be the first to say that even though their parents loved them to death, what they really needed was discipline (which is a form of love).

When we are working with children and teenagers, we have to be incredibly conscious of what *our* values are, and of not imposing our own values onto others. We can be guides on the journey, each individual must choose his or her own destination.

If a kid keeps giving us a problem, or getting on our nerves, maybe it is a challenge to OUR personality, instead of a problem of the child.

- Can adults who are withdrawing types administer discipline in a stressful situation?
- Will assertive types spend time processing feelings with kids who are in the emotional center?
- Will the dependent types give kids freedom to grow and develop--will they give them a chance to make mistakes, and then learn from the consequences by themselves?

You have a responsibility, if you are going to work with others, to understand yourself. You need to be aware of your strengths and challenges, and what kind of people you get annoyed by. First you can check out the Core Quality Quadrant discussed later in this guide.

Even though a lot of the Enneagram material in this workbook is geared towards kids, it also talks to adults, and is very applicable to all ages. You have to be healthy and balanced when working with kids, otherwise you will be of no help. No one can provide EVERYTHING to EVERY child! You should use your resources, like family members, the community, school, teachers, mentors, church, or a child's positive friends. If you are a parent, keep in mind that sometimes kids will be more willing to learn from other adults than from their parents, so don't hesitate to use others.

In addition, understand that everyone needs discipline, structure, and love. The idea of this workbook is not to say "these kids need some discipline and structure in their lives!" The idea is to show that all people need these things. Adults need a lot of discipline! If we didn't have deadlines on bills, we wouldn't pay them! If we didn't have some sort of boss, or inner-authority, we would never get things done. If we didn't have structure during the day, like a job, or something to do, we would be lost. We all need love, and a balance among our three centers.

The Art Of Listening

"Books - rarely, if ever, talk about what children can make of themselves, about the powers that from the day or moment of birth are present in every child" - - John Holt

On one evaluation of the Sprite program, one particularly perceptive teen wrote that the staff should talk less and listen more because "these kids have a lot to say." Children have a special and non-judgmental way of looking at the world. Kids who have been through a lot know more about life's challenges than most adults.

Working with teen boys and girls I have learned a deep respect and appreciation for what people can do if we put our minds to it. These kids have been through some incredible situations, and have managed to keep their heads up and their hope for the future.

Sometimes people just need others to listen to them without feeling judged or labeled. When you decide that you want to listen to a kid, just let him or her talk, and do not give a response. Do not give advice, or suggestions, or any feedback. The most powerful way to acknowledge a person's humanity is to truly listen to what he or she has to say.

This is a poem written by a teen for the ceremony on the day of his release from prison. It's printed with his permission.

**When things go wrong as they sometimes will,
When the road you're trudging seems up hill,
When funds are low and debts are high,
And you want to smile but you have to sigh,
When care is pressing you down a bit,
Rest if you must, but don't you quit:**

**Life is queer with it's twists and turns,
As everyone of us sometimes learns,
And many a failure turns about
When he might have won had he stuck it out,
Don't give up, though the pace seems slow--
You may succeed another blow.**

**Often the struggler has given up,
When he might have captured the victor's cup,
And he learned too late, when the night slipped down,
How close he was to the golden crown.
Success is failure turned inside out--
The silver tint of the clouds of doubt.
And you can never tell how far you are,
It may be near when it seems afar.
So stick to the fight when you are hardest hit--
It's when things seem worst that you mustn't quit.**

The Revolutionary Potential of Every Person

*"The youth get together this material to build a bridge to the moon, or perchance, a palace or temple on earth, and at length, the middle-aged man concludes to build a woodshed with them."
--Henry David Thoreau*

Erich Fromm, a psychoanalyst from Germany, (who worked with Karen Horney) explains that **freedom** is necessary for the full growth of a person--for his mental health and well-being. He explains that freedom does not imply lack of restraint, since any growth occurs within a structure, and structure requires constraint. What matters is whether the constraint functions for other people, or if the constraint functions to guide the growth and structure of an individual.

Fromm explains that every person is capable of achieving their own revolution and creating their own personal freedom. Under the law, children do not have many rights as people, but they still can create a sense of freedom inside themselves, which is something we need to support when we are working with kids. Fromm writes about this potential:

"The revolutions that have occurred in history must not obscure the fact that **infants and children also make revolutions**, but since they are powerless, they have to use their own methods, those of guerrilla warfare, as it were. They fight against suppression of their freedom by various individual methods, such as stubborn negativism, refusal to eat, refusal to be toilet trained, bed-wetting, up and on to the more drastic methods of autistic withdrawal and pseudomental debility. **The adults behave like any elite whose power is challenged**. They use physical force, often blended with bribery, to protect their position. As a result, most children surrender and prefer submission to constant torment. No mercy is shown in this war until victory is achieved, and our hospitals are filled with its casualties. Nevertheless, it is a remarkable fact that all human beings--the children of the powerful as well as those of the powerless--share the common experience of once having been powerless and of having fought for their freedom. That is why one may assume that **every human being has acquired in his childhood a revolutionary potential** that, though dormant for a long time, might be mobilized under special circumstances."

When a situation seems hopeless for a child, remember that each person, from birth, has the potential, and the need, to find their own personal freedom. How do we support this with children?

High expectations equal high results. Universally, we have almost no idea of what we are truly capable of. If we expect a lot out people, they will rise to the occasion, but children will only rise to what they are expected to accomplish. Sometimes kids and teenagers don't even realize that they have skills. Dealing drugs takes a lot of knowledge--sales and communication skills, money management, chemistry (to make the drugs) and self-control (while on the job).

This entire section is dedicated focusing on strengths of people, getting kids to realize their full potential, and to use it in a positive way.

Resilience Factors & the Enneagram

Recent research has identified the factors that separate kids who emerge whole and healthy from severely dysfunctional and troubled backgrounds, from those who self-destruct with drugs, gangs, and violence. These factors have become known as RESILIENCY, or PROTECTIVE FACTORS, and are well-documented in the literature on prevention of drug and alcohol abuse.

Looking closely at these factors makes it clear that they cluster into three Enneagram centers – Heart, Head, and Body.

Social Competence (Protective Factors of the Heart Types 2,3,4)

Social Skills	Responsiveness
Flexibility	Sense of Humor
Empathy	Caring
Communication Skills	Pro-Social behavior

Problem Solving Skills (Protective Factors of the Head Types 5,6,7)

Abstract Thinking
Reflective Thinking
Flexible Thinking
Finding alternative solutions for cognitive and social problems

Autonomy & Independence (Protective Factors of the Body Types 8,9,1)

Internal locus of control
Sense of power
Self-esteem
Impulse control
Control over environment

Helping students identify their current area of strength as indicated by their Enneagram number becomes a starting place in the development of a sense of purpose and future. When students have hope, and both role-models and theoretical models for taking control of their lives and making positive changes, possibilities emerge from hopelessness and defeat.

Additional information on this research can be found in the work of researchers Richard Catalano and David Hawkins at Seattle's Social Development Research Group at the University of Washington. Local drug and alcohol prevention programs are also a good source for details regarding these studies.

The Core Quality Quadrant

This is a very simple model that can be used to show the Core Quality of an individual. It's a great tool for the development of both children and adults.

Core Quality	Pitfall
Energetic	Pushing too hard
People without energy	Attuning yourself
Allergy	Challenge

The model works with four quadrants. This is an easy way to understand that our greatest strength can also be our greatest challenge. The example above shows a completed worksheet with "Energy" as a Core Quality.

This is an easy model for kids to understand, and you can let them do it themselves!

First you define the *Core Quality* of yourself. The Core Quality is the characteristic which really defines what you or others express when they are healthy and enjoying life. The Core Quality of the person in this example is her energy and intensity for life.

Then you move to your *Pitfall*, which is what happens if you use the quality too much. The Pitfall is the place where people can become stuck in the lower parts of their quality. For this person it means that they can burn out other people with their energy and eventually they will burn themselves out.

The *Challenge* for this person is to attune herself to her surroundings. This could mean counting to ten before action or taking meditation or yoga classes to become quiet inside. Developing listening skills would also be a good exercise. So the Challenge is developing these points inside ourselves to move away from the Pitfall to the Core Quality.

This person will be *Allergic* to people who don't react or who show a low level of self-esteem and energy. The Allergy point is a tricky place. When the Allergy point is triggered, we will automatically move from our Core Quality to our Pitfall. For example, when this person meets someone who she considers weak, she will move to her Pitfall, and push the other person too hard.

The Core Quality of this model has a direct connection with the Core Qualities, Pitfalls, Challenges, and Allergic points of the different Enneagram types.

No Pain, No Gain

If I think about all the times that I have grown and matured as a person, it was from learning from my painful experiences. Dad, you were right about this one--as much as I don't want to admit it--tough experiences build character.

High expectations with adequate support equals high results. We need to respect kids enough to expect their best effort--"you can do it if you don't give up on yourself!"

If you realize that you care more about a teenager changing his life than he or she does, take a step back, and see if your influence is warranted. Second, observe if your influence is enabling her and creating dependence, or if it is empowering her to take control of her own life. *Adolescents need to find their sense of self*, and sheltering them while they wait out the storm will not be effective in helping them grow. Instead of providing shelter, grab some raincoats and start walking with her. If she really has no desire to walk, let her know that when *she decides* that she wants to start moving on with her life, you'll be there to help.

Giving Kids A Chance To Give

"It is not possible for civilization to flow backward while there is youth in the world. Youth may be headstrong, but it will advance its allotted length." --Helen Keller

Youth are the greatest untapped resource on the planet. Most of the time, adults see youth as people to take care of, problems to deal with, or things to manage. When people are seen as something, they will live up to it, especially kids. When a kid is seen as a good or bad person, he or she will play the role. We need to start seeing youth for the great minds that they have, and respect that they can contribute to society in ways that adults can't even fathom.

I was involved in a strengths assessment of a diverse community, and we found that 75% of all teenagers wanted a chance to volunteer, but most of them did not have the opportunity to do so. On top of wanting to volunteer, kids can gain a lot out of the experience. John, a teenager who was about to be released from juvenile prison, started crying when he talked about his experience of volunteering. He said it felt so good to help the community instead of constantly taking away from it. He realized that he never knew how strong he was inside himself, until he had the chance to help others, and to see how much they appreciated him.

Kids need to see that they have a lot to offer to themselves, and the world!

There are many ways to get kids involved.

- Teenagers are excellent tutors for younger kids--most kids would rather be tutored by a teenager anyway, than by an adult.
- Teens are great at fixing up local parks for the community. This also gives them a chance to be artistic, if they want to paint a mural in the park, or design the area a little better.
- Kids would rather learn about health from other youth--peer health education programs are a great chance for kids to ask those embarrassing health questions to other youth who understand, and the youth health educators feel like they have something important to offer.
- Teens are excellent youth group facilitators--get young leaders involved in helping out your local community youth group. If some teens have been through tough experiences, have them talk about their past with the other kids.
- Kids are wonderful to have around at nursing or retirement homes--it's a great learning experience for both the youth and the older adults. Both groups are under appreciated resources.

- If you are working with a teen without access to a lot of money, instead of giving him a Christmas or holiday present, give him a present to give to a younger sibling, or maybe they have a child of their own. It's nice to let them wrap up the present, and feel proud that they have something to give.
- *Ask kids how they want to get involved! They will come up with some great ideas.*

Alternative Ways of Working with Youth

"To be able to help beings, whose needs and dispositions are so varied, it is necessary to resort to numerous and diverse methods." - - - The Dalai Lama

The Great Outdoors

Nature is a wonderful tool to use with every type of person. Working in the outdoors shows people how much they can accomplish if they decide they're going to do it, and not give up on themselves because they have an ego that is too large to fail, they don't have the energy, or they don't think they can succeed. Nature provides a fun, safe, and calm environment for people to learn about themselves and others.

Heart Types (2,3,4) Going out into nature is a great chance to spend one on one time with an emotional type. There are no distractions and no other people around--they get your full attention! These types find that IMAGE doesn't matter in nature. If you take them on a long trip, they will find that you can't look good when you haven't showered for a week, and that's ok! People don't feel like they have to put on makeup, or make sure their hair is perfect when they are outside. Nature gives unconditional love.

Head Types (5,6,7) Nature provides excellent structure--it's usually free, active, and there's lots of interesting information, but no books! People have to learn to trust things that aren't written down. Nature helps these types find fun and enjoyment from things other than drugs or trouble. It helps give an appreciation for the little things in life (toilets and carpeting). Going into the outdoors provides a time for these types to quiet their mind, stop thinking and analyzing, and just enjoy where they are.

Body Types (8,9,1) Nature provides natural rewards and consequences (if you don't walk, you will not get to the end of the trail--if you focus on the little details, like if the tent is set up just right, you will not have it set up by dark). These types can learn to accept that things go wrong--it rains sometimes, and we have to be flexible enough to deal with it, without letting anger take control. In nature you don't have any control over the environment, so HAVE FUN--enjoy that sense of adventure!

Moving Away types (4,5,9) can get some time by themselves, all alone, in nature. It gives them time to get in touch with themselves, and then they can be more comfortable with other people.

Moving Against types (3,7,8) can release "the world is against me" energy. Nature is THE only place that they feel comfortable enough to relax.

Moving Towards types (1,2,6) can find that they can rely on themselves, take action, lead the group on the trail, survive by themselves; find that nature and themselves are the ultimate authorities.

Creating Stress in a Controlled Environment

"The only way to get rid of my fears is to make films about them."

- - Alfred Hitchcock

Great leaps can be made by creating stress, and helping kids get through it. Ropes courses, climbing walls, public speaking, group leadership, urban navigation, physical activity, and asking tough questions are all ways of creating healthy stress in a controlled and safe environment.

Creating stress should only be done when there is a good relationship between two people, or if a person has a lot of experience in dealing with these situations. For more information on how to create a good relationship with a teenager, see section on "Creating a Foundation." Also, see the Guidelines for Confrontations at the end of this section.

There are a few main ideas behind building stressful situations for people. First, these situations are set up to help people succeed in ways they never deemed possible. Usually, people will give up on themselves when they are in a stressful situation, and then they are never able to see how much they can accomplish. These situations are totally safe for people to experiment with their real limits.

We need to help kids learn how to deal with stress in a healthy way. *Most kids get into trouble because they are in a stressful environment*, or have had to deal with a lot in their lives. We cannot change every stressful aspect of their lives, because life is filled with stress, but we can give them ways to get through it. They are not bad kids, but they just don't realize how to deal with their anger, fear, or image issues in a healthy way. We cannot help kids get through tense circumstances, or assess what their needs are, by talking with them in an office. We need to create a stressful situation, and then help them get through it, so they have the experience of solving a situation in a healthy way, without resorting to violence, drugs, or a complete breakdown.

We need to challenge kids when they are lying, manipulative, or not giving full effort. This shows that we care enough about them to push them to be their best.

Practical Applications

An example of how I saw stress used in a healthy way to help a teenager grow was on the first day of a new group of boys at my program. We commonly have group discussions where kids are expected (and forced) to talk about themselves, their thoughts, and about the team initiatives. One 16 year old, Jacob, was so obviously afraid of talking in front of the group. He would cover his mouth with his hand any time he had to talk, fidget incessantly, and mumble one word answers. He had very little confidence, and it seemed very much like he had been abused. The staff forced him to talk in front of the group, and we would not let him cover his mouth or fidget, and he had to say something of meaning.

At one point Jacob almost broke down and would not talk--he even said that he wanted to go back to the institution. Jeff, a staff person, kept pushing him and talking with him, and wouldn't let Jacob back down. By the afternoon the change was amazing--he was talking in front of the group and putting in all his effort--even he was amazed with himself. Later in the month the whole group did public speaking in front of two different graduate school groups, and he did great. By making Jacob talk in front of groups, and not letting him shy away from his fears, he was able to push himself to talk in front of others. This skill will be necessary for him in job interviews, talking with people in authority, or if he ever has to make a good impression.

Useful Guidelines for Confrontations and Challenges

From Social Work Practice, Sheafor et. al. (2000)

1. Do not challenge when you are feeling angry. Unless you have a genuine concern for a person, its use may be little more than an expression of frustration or a desire to punish a difficult client.
2. Do not challenge or confront a client if you cannot or do not intend to become more deeply involved. Once offered, it is the responsibility of the worker to help the client deal non-defensively with the message, to understand it, and to consider what it means for future choices. Unless you have the time to help the client make use of the message, do not use this technique.
3. Emphasize that you still like the person, but you are not happy with his or her *behavior*.
4. Make sure your message is descriptive and nonjudgmental. Be prepared to give a detailed description of the client's self-destructive or negative behavior, and provide concrete examples of how this behavior creates problems.
5. Always present the observations or data on which your message is based. Example: "What are you upset about?" Child: "Nothing." "Well, you missed school yesterday, you haven't been participating in class at all today, and you got into a fight at lunch. What is bothering you?"

Relaxation

"A balance needs to be found between relaxing and sustaining measures on the one hand and procedures toward self-understanding or change on the other" (Shaefor et.al., 2000, p. 363).

I was sitting with a family in a hot tub at a hotel. The sprayers turned off, and the mother asked her son to go turn on the hot tub again. The boy, who was probably seven years old, responded "no--I can't relax with all these bubbles and noise." This experience reminds me that even though adults think kids must have it easy because they don't have bills or work, kids still have stress, and they need a chance to relax.

There are as many ways to relax as there are people--everyone needs to find something that helps them, and that they enjoy doing. Kids and teens may choose to relax in different ways than adults, and even if we don't understand, if it seems to help relieve stress for teens, we should support them.

Skateboarding and rollerblading, for example, are fun, safe, and enjoyable activities for kids to get exercise, relax from everyday pressures, and stay out of trouble, but many communities make it almost impossible for kids to enjoy these activities. In one community, some adults saw how skating was an asset; a youth foundation funded the building of an indoor skate park at the YMCA, and now the older teens get paid to run a summer camp for younger kids, teaching them how to skate safely.

Relaxation can involve sports, running, reading, drawing, knitting, gardening, listening to loud music-- basically anything that kids enjoy. Yoga and the martial arts are great activities that anyone can enjoy. My father always considered himself more of a basketball player or weight lifter, but now he enjoys Yoga classes three times a week. He jokes that he doesn't "see the light," and that he can't understand what's going on, but for some reason he knows that Yoga is something that feels right for him.

Meditation is an excellent way for kids to get in touch with themselves, and away from the pressures of being a teenager. Meditation can mean anything, from watching a sunset, writing, sitting on a big rock

alone, or doing some form of guided meditation. Teenagers are at a time when they are exploring their own spirituality, and this process should be supported as an important and healthy part of growth.

Programming with Youth

Programs that work with people should try and have staff who represent the three different centers-- Head, Heart, and Body. A balanced and invested staff, in an environment in which people can be honest about their feelings, will create a balanced and healthy program.

In designing programming for youth, remember to have youth involved in the process! One youth foundation will not give money to youth programs unless the program has a kid on the programming and decision making board. Kids are the real experts! Listen to them, and put them in leadership and planning positions.

Balanced Programming

Programs or schools must represent all three centers--the Head, the Heart, and the Body. The goal in working with all people is balance among the three centers, so programs must also be balanced.

The Head center, or the Mental center, provides structure for a program, and a chance for kids to process their thoughts. The Head center provides information, models, debriefing after experiences, and cognitive therapy for the kids. Programs should provide access to resources in the community, like health clinics, job centers, or transportation information. All people need information and knowledge, but sometimes school and university settings are too focused on the Mental center, and ignore the Body and Heart Centers.

The Heart Center, or the Emotional center, provides one-on-one connections, and a chance for kids to process their feelings. Kids will be more successful in school or in programs if they feel connected to someone on staff, and if they have some kind of role model. If they have feelings that are overwhelming, like anger, sadness, fear, or even excitement, kids need someone to talk to, who will understand and acknowledge them. Successful programs will be conscious of talking about feelings with kids, and making sure that each child has a solid relationship with a staff person. All people need to process feelings, but sometimes one-on-one therapy focuses too much on emotions, and ignores the Head and Body Centers.

The Body Center, or the Physical center, provides discipline, physical activity, and experiential learning. Programs need to set up rewards and consequences for good and poor behavior, and then enforce them. Kids will not feel comfortable if there is not some discipline within a program or a school, but there also needs to be rewards for good behavior. All people need physical activity to keep their bodies and minds healthy. Experiential learning is so kids have a chance to *do* what they have been taught. For example, science classes have labs so kids can do experiments. Just like science classes, kids need "labs" to experience life; programs like outdoor education, field trips, role playing, and traveling are all ways to learn from experience. Be creative! The military sometimes focuses too much on the Body Center, and sometimes ignores the Mental and Emotional centers.

Group Therapy

Youth groups are an effective way to work with kids of all ages. Youth are heavily influenced by their peers. There is a lot of pressure to belong to a group, to have good friends, and to have a good image. All humans are influenced by peer interactions, and when working with kids, we want to promote healthy ways to work with others.

Groups are a great way for kids to develop healthy relationships with their peers, and to learn how to interact with others in a safe environment. Kids need a chance to be with other kids. They get a chance to learn and practice appropriate and beneficial social skills, which are increasingly important in society.

- Moving Away (4,5,9) Can learn to not withdraw in any stressful situation; they have to work with people and express themselves
- Moving Against (3,7,8) Can learn to work with others, attune to others
- Moving Towards (1,2,6) Can learn they can be the leaders

Understanding ADD and ADHD: A Summary of Working with Children

Attention Deficit Disorder (ADD), or as it is called more recently, **Attention Deficit Hyperactivity Disorder (ADHD)**, is a growing phenomenon among babies, young children, kids, teens, young adults and adults.

The question has been raised if this is really a newly discovered disease, a reaction to a world that is changing fast, or the mirroring of the society by a new race of people (the so called Indigo-children).

In most countries of the world, the amount of people that are diagnosed as ADD or ADHD is growing so rapidly that many newspapers and magazines raise questions about the accuracy of these amounts. Do all these people have the brain disorder that justifies the use of the drug Ritalin or is something else going on? We do not have anything against the use of drugs to calm people down! There are a certain amount of children that have the deficit caused by a problem in the brain. These children and elder people react very well to Ritalin and are helped by it enormously.

There is, however, a growing amount of people who are just using Ritalin as a way to become calm, or as a way to leave reality (like they would do when using other drugs). We want to give an explanation of the ADD/ADHD behavior from our knowledge of working with the Enneagram model, and will try to give some alternative methods that are currently used to calm kids instead of using drugs.

Stress or tension in the surroundings will lead all types of people to an unhealthy reaction. Types will first try to resist the tension being caused by the environment, but will eventually start moving down the levels of health to the unhealthy area. Average and unhealthy behavior can sometimes be typed as ADHD or ADD. With some types, stress will lead to an ADHD reaction that remains; other types will react with hyperactivity and then later move to non-activity.

The Enneagram shows us that stress or tension in the types is caused by:

- Too much or a total lack of discipline
- A lack of love, attention, and approval
- A lack of structure, safety, and security

I remember a conversation with a US Marine Officer who worked with kids who came from difficult backgrounds, and just entered the Marines. He said that the thing they liked the most was the structure and discipline the Marines were giving them. They changed in weeks due to the unconditional trust and love they have to have for each other, and he saw them become much calmer.

Human beans need love to grow!

With the example of the Marines, I don't mean to say that you have to send kids to boot camp. We have seen examples of boot camps for kids that don't work at all. But we have also seen that when you want to have success with difficult children, and if you want to help them become calm, you have to be disciplined and structured, and you must be willing and to be able to make a real connection with them from your heart. When you are not willing to look at yourself as parent, teacher, or guide in the process of these children, you will not succeed in helping them. What is left then is the drug Ritalin--a fast way to walk away from your own responsibilities.

Do we wake up as a society? Are we prepared to be open and look at ourselves to see that we as elders are the creators of an environment of tension and stress around our children? We are the ones that must become calm and relaxed, and then our children can also become calm.

There are exceptions, and some children will need drugs to become calm. The majority, however, can be helped with programs like the Sprite program mentioned in this paper--a program with dedicated and invested people, giving children structure, discipline, and love! These three aspects will help the kids to ground and become calm.

Using the Enneagram to explain some of the characteristics of ADHD and ADD

We can use the Hornebian Model to explain some of the behaviors.

The withdrawing types (4,5,9) will move away from you in stress and tension. These types react to stress in their environment by leaving the present reality and moving towards a place of "inner" safety, sometimes called their "inner" sanctuary. These types will not necessarily be diagnosed with the hyperactivity part of ADHD, but more with the totally withdrawn part.

We know that **type 4** can move into hyperactivity for a short while, but when the feelings or senses of this type are constantly bombarded with surroundings that are not loving, they will eventually withdraw and become the individualist of the class. They don't want to belong and don't want to bond.

Type 9 just wants to avoid the conflict that the surroundings are creating. They withdraw when they are angry and can totally leave the earth and just sit on the moon until there is no conflict anymore. This type will hardly become hyperactive and since they don't want to be pushed, they will retreat even further when they have to do things.

Type 5 is the typically withdrawn type. They can become totally inactive when they are in chaos. The little five always want to know "Why is there stress?, Why do people react to me in that way?" They want to know the structure and feel safe in it. These kids will totally withdraw in an unpredictable environment--they just leave to their inner safe world and nobody can get them out of there. Some of them are typed as the nerds--the little Professors who only react when they can see the sense and structure in it.

These types will want to use Ritalin to leave their reality and withdraw to their inner safe place. The drug is not really helping them to come back in the world since they already have a natural tendency to leave it. You can imagine that the fast changing world is creating a constant conflict for the Nine, constant new inputs for the Five, and a not much personal attention for the Four, which are reasons for all three of them to withdraw and leave the present moment.

The assertive types (3,7,8) will move against you in stress and tension. These are the types that are most prone to be typed as hyperactive. They are very competitive, and in today's society where we reward people for results, they will just go for it. The problem with these children is that they stay active, also after school. This means that in the families, where mom and dad also want to have some rest, these kids will just keep the family busy. Sometimes they don't need a lot of sleep and when they wake up they just want to jump in the day.

Type 3 will become hyperactive when they are not being rewarded for their achievements. In this fast world where there is not a lot of quality time to notice the success of this type, they will shift gears to go faster so that maybe someone will give them attention when they reach the next goal. They constantly challenge you to give them new goals.

Type 7 just wants to be stimulated all time with new surroundings and new ideas to feed their very short attention span. They just jump around the classroom and when the environment is too boring, they will start to confront the environment to give them new input. They are the fastest thinkers of all the types and get bored quickly. These are the typical hyperactive kids. They have lots of toys, videogames, and videotapes, but there's nothing for them to do!

Type 8 is the bully of all types. They will confront you from a very young age and can really get on your nerves. They become hyperactive when people don't want to listen to them. Fighting injustice from a very young age, they can become upset when the system is not giving them boundaries. When they aren't disciplined, they will have no boundaries for themselves, and they will kick open the doors that people close for them.

We have noticed that Assertive kids have a challenge in families with withdrawn parents, parents that follow strict rules, or parents that both work and also want to have some downtime. These kids want to be stimulated constantly and are pushing the limits of parents and society. Some adults in the surrounding system (schools, prisons) just give them Ritalin because they want peace and rest themselves. These types become even more active in surroundings that are also active. They love the new economy and its energies. However, sometimes this will burn their little senses and they can become sick by over activity. We think that this groups has been put on Ritalin the most.

The Waiting types (1,2,6) just want to do things right; they try to be the good boys and girls of the Enneagram. This group is ignored the most since they just move towards you to get positive or negative feedback. In class they will be the ones that want to do it right. We think that this group will show the characteristics of ADD or ADHD the least.

Type 1 just wants to do it right, and the anger will go inwards. These types are angry at themselves for not having done a good job. At a later age they will always go with the authority since they believe that it is the right thing to do. Even in unhealthy families they will always find a person that can be their authority.

Type 2 just wants to help and get attention back for it. Sometimes when they are unhealthy, they even feel that negative attention is a reward. They are always busy helping someone out.

Type 6 can become assertive when the authority has proven to be untrustworthy. We think that some of them can become hyperactive against the one they trusted before. This will happen at a later age. When being young these kids are the rule and system followers and not the rule breakers.

We think that the behavior of these children does not lead to a need to use ADHD drugs. When these kids are unhealthy, however, they are the most in danger of moving towards figures who are also unhealthy for them.

How can we help these children?

The best thing we can do to help these kids is to take them out into nature. Hyperactive children have a nervous system that has been overloaded with impulses. Their senses simply have had an overload of information without the opportunity to calm down.

Our children live in a world of super stimuli. When they wake up, they are in morning stress of the family getting ready for work. There is no time for the little one that needs attention, no time for the little one that needs structure for the day, and no time to set a boundary for the little one that is just jumping around. Yes, we just have no time.

When the nervous system is overloaded, we are not grounded and are not attuned to our surroundings and ourselves. We just become more active or don't become active at all anymore. When we are in overloaded with stress, people don't understand us anymore and we don't understand people. This is the point that we will use drugs to bring us back. Now, however, people need ten times more Ritalin than ten years ago to make them calm.

Nature automatically takes over the tension and stress of our nervous system.

The question arises: How can we create nature in the midst of concrete cities and brick houses?

Almost all children love stones and crystals. Just look in their pockets when they are in kindergarten--they are sometimes filled with material from nature, which is stuff the children know will ground them.

Crystals and stones will calm kids down, connect them with nature, and help them ground. We are using several types of crystals like Jasper, Pyrite, and Tiger's Eye to assist them in the grounding process.

All children will love the Rose Quartz and Turquoise--both of these stones give unconditional love, which is something we all like and need.

By letting kids choose what they like, and by letting them keep the stones and crystals in their room, they will start creating nature inside of the home.

You can also think about using **natural materials in the home**, and buying **nature movies** instead of movies with a lot of tension.

Taking them out in nature is the most simple way to get them relaxed. Don't be too structured or disciplined when you take them out. Nature is perfect as it is. There is no need to hurry or to worry--just let them do whatever they want. Just kick them out into the garden or the backyard when they are on your nerves, and let nature and the elements do their work.

Reiki, the laying on of hands, and other ways of relaxing the energy body all have a proven effect on the body's level of stress. All of these methods take away stress, relax the body, and allow the body to regain its strength. Some of the children love this so much that they want to learn it themselves at a very young age. Please let them! By these methods they can learn to relax their body themselves.

Bach-flower remedies and herbs assist the nerve system to calm down. Most children react very well to these remedies; it is also the simplest way to get nature into their body. The type of herbs and flowers used depend on the child. You can work with hyperactive children to make them calmer and with non-active children to help them become active again. These flowers and herbs also help kids to get grounded.

Specific ways to Help Kids with the Hornebian Model

Withdrawing kids

These three types can be helped by taking them out to do something. From a very young age Aikido (a defensive way of martial arts), hiking, and some kind of sports can help them to get contact with their bodies. You have to find activities they like since they do not want to be pushed for results. They should do non-competitive sports or activities. Since they have a tendency to leave the present moment very quickly, they also react very well to Bach-flower remedies, herbs, or crystals that help them to ground.

Assertive kids

Get them out in nature or get them doing outdoor sports. They need to get rid of their surplus of energy. Sports and physical activity will help them release their energy. They also need a lot of structure and discipline since they have a tendency to overdo in always wanting to be the best. When working with crystals, Bach flower remedies, or herbs, you may want to choose the ones that are used to calm down the nervous system. These kids are susceptible to an overload of impulses.

Waiting kids

These kids have a challenge of expressing their emotions in an attuned way. They would rather follow and do things right than have an outburst or withdraw. They can be stimulated to start expressing their emotions by drawing, and later in life by writing. You will really have to push them to do this. These kids need structure. Sometimes they just want the day to be printed out so they feel safe and know that an authority figure is taking care of them.

The most important thing in helping youth is that you must be willing to try and understand them from within their position, and not from within your own position. The dynamics of the Enneagram can really help you understand yourself, and then you will start to relax. When you relax, the world around you will also relax; less kids will become hyperactive, and more kids will be able to calm down.

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