

SOCIAL TOOLS NEWSLETTER

MAY 31, 2013

The following is from an unpublished manuscript titled "Social Tools" by Franklin H. Ernst Jr., M.D.

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SOCIAL TOOLS HOWDY DIAGRAM

Howdy Diagram

The term "Howdy diagram" is shorthand for the diagram-able process of

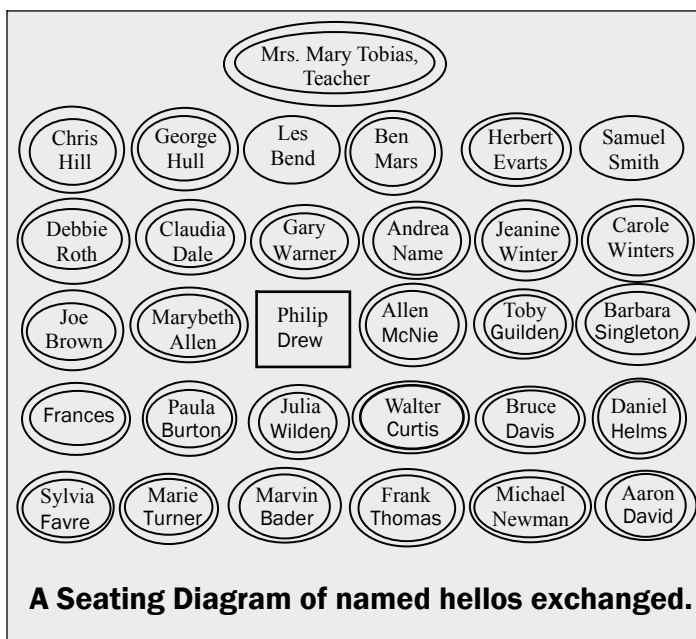
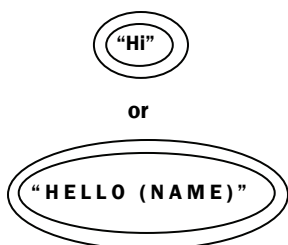
- 1) giving a hello by name to other people,
- 2) writing down the name of that person, and
- 3) circling the name of the one to whom a named hello was given, and a second circle when a named hello is returned.

If you don't remember the person's name at the moment, he probably does.

Ask him: "Excuse me. I don't remember your name at the moment. Would you tell me your name again, so that I can say it to you?"

"Hello" is the basic opener of recognition stroking. "Hello" is the formal word, and "Hi" the informal.

Next is the Howdy Diagram:



Sometimes the names of those known are written in the form of a list. Other times the names are written in the form of a seating diagram as shown in [Social Tools Newsletter Vol.1, Issue No. 4](#), and in the paper [Andrea's Named Hellos](#).

Howdy Diagram and "All My People Know Each Other"

The Director of a local County Mental Health Service was once asked in context at a Mental Health Advisory Board

meeting for his estimate of the number of his staff (of about 80) who knew each other's first and last names. His response was to fire back at the inquirer "All my people know (the name of) each other."

About 40 minutes later in the meeting the Director asked a subordinate if a particular report was handy. The subordinate's response: "The woman working down the hall from me completed that report last week, but I didn't get a copy from her to bring tonight." "Who was that?" "I don't remember her name, but I'll get it to you tomorrow." "OK."

SPECIAL POINTS OF INTEREST:

There are four types of social tools.

- Management of Self
- Dealing With Others
- Tickets, Talents, Hellos, Education, Trades, Techniques
- Money

SOCIAL TOOLS HOWDY DIAGRAM

The Myth Classroom Teachers Believe

Over the years several teachers have been asked about the number of their students who knew all of each other's names. Both elementary and secondary school teachers regularly come back: "All my people know each other"

"By name?"

"Yes! They all know each other's names."

The defensiveness of each teacher was evident. A few of the teachers were challenged by the statement that the combined awareness of their students knowing the names of each other was probably less than 50%. Even half-way through the school year.

Instead of thinking on it, the teachers wanted to debate what had been said. None of them volunteered to or accepted the suggestion they could check that fact out for themselves by giving their students a written test on the seating diagram in their classrooms anytime they wanted to.

Writer wondered about the defensiveness of these public employees. Both the supervisors in the earlier example and these teachers were defensive in regard to their subordinates name awareness of each other.

These supervisors and teachers reactions were as if they had been scolded. For what? Could it have been for not "properly introducing" their subordinates and students to each other? For a breach of etiquette? A breach of the rules of courtesy and politeness taught them in childhood?

Instead they were leaving it up to the individual subordinates to fend for themselves on this score.

When asked about how many of their subordinates knew the names of each other, the teachers and supervisors realized (realistically or not) they were the host/hostess whose job it is to make sure their guests (subordinates) had all been introduced to each other.

It was not the teachers' or supervisors' job to do this (not in the job description. Behind these speculations ! ...)

Why don't supervisors and teachers want their subordinates OR students to know each other? This is a very important question for teachers of public education classes.

Why don't public education teachers want their in class students to know each other, even after being in the same classroom 50 times, together?

Nobody Likes Me

A Solution, A SOLUTION !

Heard at times by a parent or teacher from an adolescent: "I hate school," "nobody likes me at school," "nobody talks to me," "I don't have any friends."

How does a parent deal with this?

One approach is to reassuringly deny his adolescent child's statements as being factual. AND to continue the conversation by saying: "But assuming for a moment it is true, 'Why doesn't anyone like you?'" In this response watch for the hint that the adolescent would like to change the situation of feeling socially rejected. If that opening occurs, tell him/her that there is something he/she can do about it, unless he/she doesn't want anyone to like him/her.

It may well take more than one sitting of talking about his dejection. This may take more than one sitting before getting to whether he/she wants to change what's happening to himself; to learn if he/she is interested in reversing the situation he or she is in.

The immediate objective is to get him or her to begin bringing to you the names of some of those people he/she knows at school. In a sitting (conversation) begin by you

Andrea's Named Hellos by FHE Jr., MD

Andrea was taught what to do to get straight A's in her high school class subjects. Andrea teaches the doctor how she made the public school system work for her.

Muriel was a 34 year old single African-American parent who came to a private psychotherapist because "I get nervous at times at work for no reason at all." Muriel worked as a housekeeper for some 10-15 different clients in a nearby community of rather quite well to do families. Muriel also had a daughter she was both very proud of and rather restrictively protective of. No firm treatment contract was ever arrived at with her, other than "It's not good for my working in other people's homes to show that I am nervous. It makes the women I work for nervous." Muriel appeared to be a reasonably suspicious person while in the office about seeing a psychiatrist in her home town, apparently physically startled, for example by unexpected street sounds, by other

writing down the names of the people they tell you about. Then hand the list of names back to your adolescent child before parting.

But it would be a good idea to eventually get him/her to write the names himself on a piece of paper as you talk. Then find out if he says hello to some of them. It could be that he doesn't say hello to anybody: "because they never say hello to me."

Does he say hello with a name to some other students? Tell him it's hard for people to resist saying hello back to him if he gives them a named hello four times within a couple of weeks. And so expand this bridgehead with him/her. Do this up to naming all of his fellow students in his classes, if he keeps coming back to see "you."

Individual Use Of The "Howdy Diagram"

A handful of youthful individuals, in treatment with psychotherapist, brought up at different times that they wanted to get better school grades. They were told about the classroom "Howdy Diagram" and how it works. They were shown how to draw it (compose it) for themselves. A lot of "extra" paper work? Maybe. They did it.

They took it upon themselves, individually, to start giving named hellos to their

classmates (best they could). And making daily name seating diagrams of those they knew. And they gave named hellos to their classmates, in the classes, And they charted, drew, wrote the named hellos given and those received back each day.

They also learned more names when they saw known faces being connected to names in the classes.

These students were cautioned that with some classmates they would have to give a few "free" named hellos before that person would start returning a named greeting. They were also told the odds were good that when they routinely give the named hello for a few weeks to a particular person when they passed them (in the hallway or outside) that person would begin giving a named hello back to them, most of the time.

As the number of names of classmates became known and daily named hello greetings began climbing above 40%, the grade point averages began to go up, too.

Getting the names spelled accurately was encouraged. Accurately spelled names? Accuracy in class reports and class tests are the primary basis for a grade. Accuracy in recording exchanges of hellos was along the same line. Part of learning is storing up in memory what you hear and read.

For Biologic Parents

A few parents asked the writer what they could do for their children whose grades had become low. The parents were given the same set of instructions and procedures for becoming involved with their children.

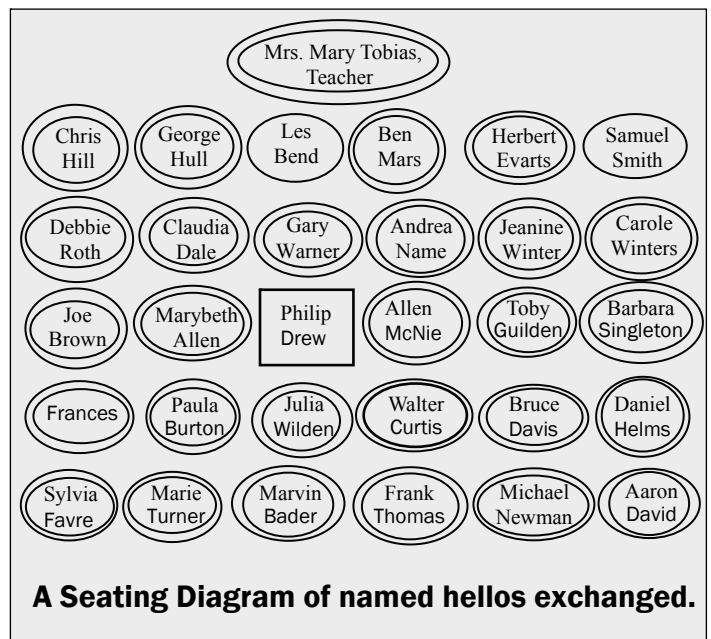
The parents were told how they could ask their student child: "How many names do you know in this class, that class?" This was after learning the names of subjects and the teachers names in classes the student were enrolled in.

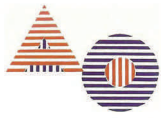
This was a tougher job than instructing the students. Several were single parents from troubled family backgrounds themselves. Their days were already full, full.

One dad did stick with the program. It was slow going. His 13 year old son was taxing dad's patience, but did sit with

persons walking by in the office building during her first office appointment. Other than her brief warm single smile as she referred to her 13 year old daughter and her working for years for some clients gave this writer some hope for her case. She looked "paranoid." She accepted a second appointment and agreed to pay the cost of her treatment sessions.

On her second visit she was promptly mechanically responsive and tight in what she presented to writer. There were some references to how it made her angry how people talked about her. "Where do people talk about you ?" Response to this was vague. In her second appointment the ease with which "Parent,





**Mastery of the Universe is Proportional to the Symbols Man
Has by Which to Represent His Universe.**

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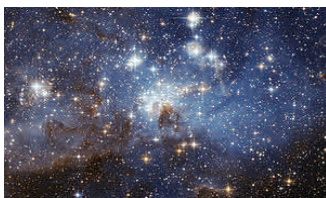
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"Reach for the stars."

dad when asked. While at the start son seemed to prefer fighting and objecting to dad's "criticizing" him. Son did, day by day, begin to write down more names of classmates he (now) knew. Once there were 10 names identified as known in two classes dad started inquiring which ones son said hello to him by name, and quite importantly to his student son, which ones gave back a named hello to him? At first dad charted the hellos son gave and those son got back by single or two concentric circles on son's written sheet of paper.

Follow up report from dad two years later was that son's interest in fellow classmates stayed up and his grade point became good enough to be admitted to a university of son's own choice. This was despite other family troubles continuing in dad's life.

Adult, and Child" both as a set of words and as a diagram were rather easily received and her associated conversational references led writer to tentatively conclude that one or more of her clients had talked to her about a book they had read about, "Transactional Analysis" and how the client herself had found the concepts and diagram personally very useful. Muriel's acquaintance with Transactional Analysis was NEVER BROUGHT UP TO WRITER by her. In her second appointment, another reference to her daughter, Andrea, came up. This time in the manner of daughter behaving at times in a way Muriel disapproved of. Again, request for some details about Andrea's behavior which she disapproved of were vague, non specific, apparently about Andrea bringing up the subject of "boys" at home.

In the course of this second appointment Muriel accepted the fact that the emotional self was probably her Child and her Adult self was the side of herself talking during the appointment about her problem. Muriel accepted a third appointment. During this, her third appointment, she volunteered very little. It was as if she was expecting her psychiatrist to push on her about her life details. Again there was one brief smiling reference to her daughter. Otherwise she was almost stoic, yet "productively" talkative. Muriel came for a fourth appointment, accepted a fifth appointment which she canceled by telephone two days later.

Some six months later she called for another appointment. When she arrived, writer forgot himself and smiled pleasantly on seeing her again. After this return, Muriel again came again for 4 or 5 appointments at weekly intervals. Question in writer's mind continued about how paranoid Muriel might be. In this series of visits Muriel asked if she could bring her daughter sometime. Writer agreed to her request, again after another 4 or 5 successive appointments. Muriel called two days after her most recent appointment to cancel any further appointments. This sequence was repeated two more times over the ensuing year. Muriel did try group therapy for three sequential weeks, then stopped.

To be continued