

# We Are Not Labels



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**W**e live in a society that needs to label all: people, things, feelings, experiences... so why not label children and behaviours, too? However, after dedicating more than 11 years to education, working in the area of cognitive stimulation with boys and girls 'diagnosed' with multiple pathologies, I have my doubts about their usefulness.

If we search on the internet for solutions to the lack of skills that parents or educators sometimes have, we find titles such as 'anxious children', 'protesting child', 'challenging child', 'your child misbehaves', and a lot of information on pathologies such as hyperactivity, autism, attention deficit, etc. But we find little on how educators can work to accompany our children or students on their own evolutionary process.

In schools, we have good professionals with a vocation for teaching, but we lack professionals who take into account all the developmental aspects of children from the perspective of neuropsychology and neuroscience. It is essential to start educating while keeping in mind everything we know today about the brain.

It is even more important to provide teachers and parents with tools to control and work on those repressed memories that

come from their *own* childhoods. It is essential that our sons and daughters model generative behaviours. Undoubtedly, when we are in a classroom with more than 24 children, as is the case in Spain, and we have an 8-hour day in which to carry out a didactic programme, there will be stressful situations that will facilitate disconnection with the teacher. I know, because I have lived it.

In that moment, you begin to observe each child through a magnifying glass that finds numerous labels for each of them. Curiously, the magnifying glass never turns to observe you, because everything you see in your students, or your children, is *your* memories, circumstances, or behaviours that make you feel uncomfortable, though your conscious self doesn't know this. So, you disconnect. You disconnect from your passion for your profession, from your love for your students or children, and from yourself.

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students with special educational needs, the professionals are still the same hurt children and the same adults with unresolved conflicts.

It is about having the best professionals, and the most developed on a personal level, in front of our children, because children are born modelling. They learn by modelling and copying the behaviours, beliefs and values of adults. We are their references.

Neurolinguistic programming is a very powerful instrument to help teachers and parents in the process of education and parenting to understand it is not their story, but that of their children and students. With NLP, they can finally understand that they have the power to change their own history and not allow the labels they were given to define who they are today. ■

Once you have placed the labels, the gears continue to work and end up dragging that child through experiments, interviews and tests that measure all their movements. And, once given that label, for many boys and girls it is like a dark container that turns them into numbers, without the possibility of developing their identity and essence to be autonomous.

Virginia Satir says, "Don't let other people's limited perceptions define you"; in this case, the labels define for life.

We look for complex answers to totally natural processes, and we unconsciously project onto children those conflicts we have not resolved as adults. We project that unknown, unconscious side of ourselves onto other people and then we see it in them. Children are pure; they are beings in full development, primitive in their neurological form. They come into the world with less neurological programming than we – who catalog their behaviour – have. We intend to evaluate pathologies and behaviours without having deeply worked on our own minds, without reprogramming those occult files that change our perception. So, who evaluates? The adult, or the child you once were?

The key to improving the educational system goes beyond legislating. It is so much more than creating metrics and evaluation tests to classify problems and pathologies, or falling into the false belief that with labels, we can help our students and children. Because even if it were true, and we had

