

CRITICAL THINKING

# THE IMMATURE BEHAVIORS

SESSION 8

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[Pick the date]

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### THE IMMATURE BEHAVIORS

"...immaturity is simply behavior that comes from someone who only thinks of himself or herself."

We often find ourselves contending with someone who is difficult, and, in such situations, we might be at a loss for what to do. First step in dealing with any difficulty is to understand what it is; if you can see it clearly, action is rather simple. But we must be able to see it clearly and understand it, otherwise we can't move from square one and are stuck confused and still contending with the difficult person.

The difficult person is essentially immature. Now, I don't use that word immature in the usual and customary sense. Most people judge maturity according to how much someone conforms to the social and economic order. That is not maturity at all. It could mean the person is the worst of the worst, insensitive and cruel; and, in fact, the social order encourages and even coerces people to behave in such a manner, which is the height of immaturity.

So, for our purposes, immaturity is simply behavior coming from someone who only thinks of himself or herself. In other words, they are self-centered, self-absorbed, selfish, uncaring, feel they are better, think you are different, and so on.

Also, use of Emotion Intelligence in the title is not the customary use of that term as used in Psychology. The field of Psychology uses that term to denote the ability to control emotions. I am not talking about that at all. Controlling emotions is another form of psychological

disturbance. What I am talking about here in this article is lucidity, to be able to see the illusory nature of thought and pretense and the behaviors that are their result.

I think you will see what I mean by all this in what follows. We will explore various signs that you are dealing with someone who is immature. Seeing it clearly is enough to take direct action, whatever that might be; I am not going to suggest what you should do about it, then you will just follow and not discern. We've had enough following and followers. I am only pointing out facts that will hopefully make it clearer what you are possibly already dealing with or might come across in daily life. Leaving someone or telling them off or whatever action might be taken is totally something that happens in the moment in which you clearly see what is happening.

Only Concerned with What They Want Without Consideration of Others

They want everything set up to suit them and never consider the effect on other people. They seek to control the environment to fulfill their desires in spite of the fact that it might be an inconvenience or even a harm to others around them. The immature person is selfish and has no concern for others. The immature person is selfish and has no concern for others.

They Don't Care

Someone who is self-centered cares about what they want and does not care about others. They are not even thinking about you as a human being but see you as an object, at best. If you fulfill their pleasure in some way, then they might take a limited interest in you; but only so long as you satisfy them

### They Don't Listen

They are only concerned with what they think and what they can get and their own ideas and identity. This means they really won't, even can't, listen. They are blocked by their own selfish thoughts and projections, their identifications, doctrines, and drives. Such a person can't listen, see what someone is saying, and they have no true, whole, and sane comprehension. It's like talking to a brick wall who behaves childishly and could destroy you.

Immature people are in love with themselves.

"...they see divisions and differences."

### They See Objects Not People

They are still using that outdated filter of race, class and sex. They don't just see human beings, but they see divisions and differences, and compare and weigh worth according to such archaic ideas. They see your status and favor those who are of a higher class than you and devalue your worth. They are simplistic in perspective, forced to categorize and label people rather than seeing them directly, clearly and actually, because their true discernment is totally hampered by their lack of clarity and intelligence, completely clouded by their fantasy thought. This is the politicization of everything and the inability to be a simple human being, because

such a person has a complex and illusory identity filled with their fabricated and borrowed ideologies. Pure nonsense, yet commonplace.

They worship some people as heroes and become followers. They see others as subservient and so become overbearing. All due to their fantasies.

Story of Someone Unaware that He is Full of Himself

They Avoid the Truth

If you call them on something they are sure to deflect it, divert it, make excuses, or pretend they understand; and then continue their abusive behavior. They are impossible, stubborn for all the wrong reasons, and are completely toxic. Get away from their poison, which is them. They will hold on to their fantasies for dear life, because their fantasies are them and their security. You exposing them for what they are makes them put up their defenses and they'll never put them down. Say bye to the bad guy and move on.

Immature people are still looking for heroes instead of just paying attention.

Immature people are still looking for heroes instead of just paying attention.

They Refuse to Seriously Consider Deeper Matters

Oh, there you go again, talking about the human mind and human behavior and the mysteries of existence. They are thoroughly bored. They want to watch TV where they can see their favorite celebrities and favorite personalities. They are still thrilled by the manipulations

of their base and simplistic emotions and would rather have the excitement of fighting with you than understanding themselves clearly. If you're smart, these are the people you avoid. They are shallow and full of themselves, will take you for what they want and what you have, drain you and try to confuse you. They are the thrill seekers that don't mind ruining lives for their own pleasure. Avoid them like the plague

### The Immature

Behavior: Specific attitudes and actions of this child at home and/or at school.

Very self-centered.

Unable to think for him/herself.

Doesn't follow directions.

Demands a great deal of individual teacher time and involvement.

Exhibits "baby" traits or characteristics which carry over into his/her behavior-crying, pouting, foot-stamping, etc.

Does not relate well with peers.

Has a short memory concerning his/her immature behavior. This is the one sure way to identify the immature student. One minute the student seems to understand his/her immature emotions, and agrees to act better, and the next minute he/she is acting out the same misbehavior again.

Worse, when questioned about repeated immaturity, often acts as if unable to help him/herself or as if it's the first time he/she has ever acted this way.

Continues to tease, poke, touch, tap pencils, and drop books on the floor as a way of getting attention. That's why his/her immaturity surfaces continually.

Cannot complete daily work without constantly checking with teacher.

The Immature

Effects: How behavior affects teachers, classmates, and parents in the school learning environment and the home family situation.

Teacher finds this student is a daily thorn in his/her side.

Unfortunately, classmates shy away, ridicule, and are reluctant to accept this student.

The tantrums that this student acts out cause incredible distractions for students, teacher, and the class in general.

A great deal of class time is wasted.

Others are disturbed continually by this student's attention seeking.

An inferior climate is continually created.

Other students become frustrated and angry over this student's behavior.

The Immature

Action: Identify causes of misbehavior. Pinpoint student needs being revealed. Employ specific methods, procedures, and techniques at school and at home for getting the child to modify or change his/her behavior.

## Primary Causes of Misbehavior

### Attention

This student finds it difficult to relate to peers; thus he/she seeks attention from certain adults.

### Self-Confidence

In relation to classmates, this student may feel so inadequate that he/she lacks the confidence to work on his/her own.

### Primary Needs Being Revealed

#### Hunger/Thirst

It is also possible that, because of a lack of proper nutrition, this student is physically smaller than his/her classmates. A complete physical exam is suggested.

#### Sex/Sexuality

This student may be younger than most members of his/her class, and may therefore find it difficult to establish relationships with them.

#### Escape from Pain

The student may feel so inadequate that it is painful to compete with peers; thus, to avoid pain he/she seeks constant help from the teacher.

## Secondary Needs Being Revealed

### Gregariousness

Acceptance by others will improve his/her maturity.

### Achievement

Opportunities to achieve with others and before others will improve his/her maturity.

### Status

When this student begins to find a place with others, he/she will begin to mature.

Actions to Take •Remember that the immature student is seeking more than answers from you-he/she is seeking attention. Knowing this, be sure to provide the student with attention before it is sought. You'll find two distinct advantages. First, the student will get the attention he/she needs to operate effectively in the classroom. Second, you will be helping the student build better independent work habits in the process. Try to find additional ways for the immature student to receive teacher attention and recognition throughout the day, or his/her habit of asking will continue. In a short period of time, you'll find this student will be saying, "No, thank you, I don't need any help."

- Sit down with this student and deal strictly and directly with his/her behavior. This is the only way to deal effectively with this student.

- Don't discuss the behavior in terms of right and wrong. Such an approach won't work.
- Be careful about comparing the immature student with classmates; doing so may make the behavior worse.
- When confronting, never talk about the "why's" associated with the behavior. Instead, get the student to admit his/her action. Talk about what the student is doing-and what you insist he/she do about it.
- Approach this student at a level appropriate to his/her behavior. He/she needs specific instructions. It's almost a "when you quit crying you can come out of your room and play with others" approach.
- Then use the things the student likes the most at school to get him/her to change.
- Tell the student this behavior is totally unacceptable and that, if it continues, the privileges he/she likes the most will be lost-one at a time.
- Follow through on your promises, and the behavior will begin to improve almost immediately. Just make sure that mature behavior brings back privileges one at a time rather than all at once.
- Finally, remember that being immature works for this child. If being mature has no apparent advantages, he/she will revert to old ways quickly. Never forget, there are many immature 50-year-olds.

## The Immature

Mistakes: Common misjudgments and errors in managing the child which may perpetuate or intensify the problem.

Reprimanding or punishing this student in any way that reflects immature behavior on our part.

Showing anger, threatening, or showing open irritation. This posture won't work, but is too often our course.

Expecting too much too soon; that is, expecting too quick a turn-around and resolution of immature behavior.

Trying to give the immature student too much help, too much reinforcement.

Calling attention to the "baby" ways and behaviors of the student publicly.

Lowering expectations for this student.

Skirting the issue with student or parents.