

The Waldon Approach to Education & the Asocial Lesson

Dr Waldon brought a neurological perspective to his observations of infants and young children at play.

He proposed that all human beings learn how to learn in essentially the same way regardless of culture, gender, 'intellectual' or 'physical' ability.

His ideas focus on the vital role of movement in the learning process and the pattern of development in **General Understanding**. [\[link to chart\]](#)

From these he devised a practical intervention, the Waldon Approach to Education, which uses the **Asocial Lesson** as its chief instrument.

In the Asocial Lesson the facilitator aims to strengthen and develop General Understanding by providing optimal conditions for learning-how-to-learn.

The learners' focus on their own activity is of primary importance, so communication and interaction are carefully exercised and regulated throughout the lessons, most often being managed nonverbally.

Situations which may cause anxiety are thus significantly reduced and independence is encouraged.

The benefits of this intensive session should spill over into everyday activity.

The approach helps an individual improve their motivation, become better organised in themselves and in using the space around them, and in handling materials within that space.

Other effects are an improvement in concentration, a reduction in anxiety, greater confidence and independence, and an increasing willingness to extend and vary already-established behaviours.

'The physical', 'the mental', 'the emotional', 'the social' – often treated as separate facets of development – are here seen as inseparable and interdependent aspects of the individual's growing understanding.