

PARENT EDUCATION NIGHT



INQUISITIVE MINDS

Natural learning. Education for life.

LAST TIME...



Power of Perception

Big Idea: No one can make you angry without your permission.

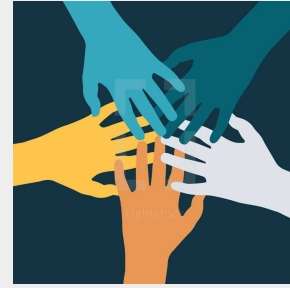


Goal: To teach adults and children to take responsibility for our own upset.

Skill: Composure

Power of Unity

Big Idea: We are all in this
together.



Goal: To perceive
compassionately, and offer
compassion to others and to
ourselves.

Skill: Encouragement

Power of Attention

Big Idea: Whatever we focus on, we get more of.



Goal: To create images of expected behavior in a child's brain.

Skill: Assertiveness

Power of Free Will

Big Idea: The only person
you can change is you.



Goal: Learning to connect and
guide instead of force and
coerce.

Skill: Choices



Power of Love

Big Idea: Choose to see the best
in others

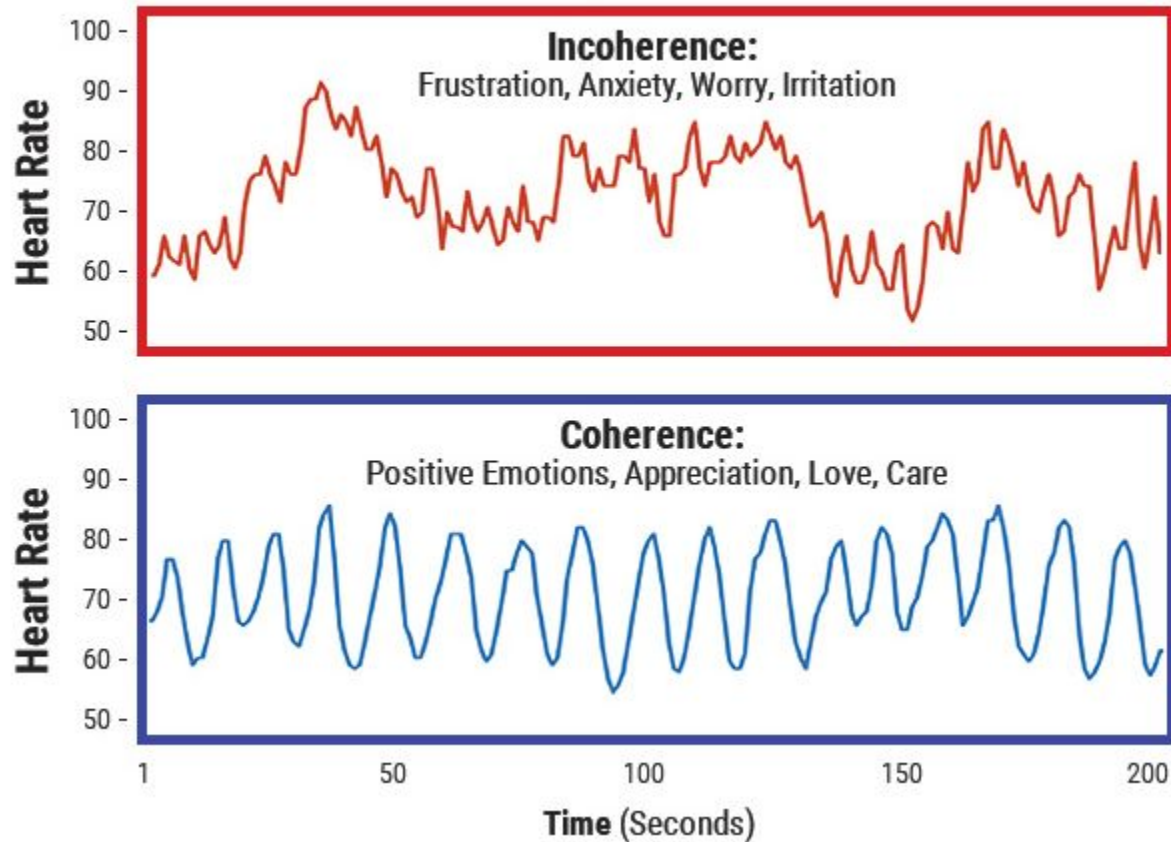


Goal: Seeing the best in others keeps us in the higher centers of the brain so we can consciously respond rather than unconsciously react to life's events

Skill: Positive Intent



Heart-Rhythm Patterns



**Impairs
Performance
(Incoherence)**

**Promotes Optimal
Performance
(Coherence)**



Think of situations when you have made very hurtful choices in your mind and acted out your internal pain and suffering on others. What would help you grow from those mistakes?

- ❑ Being condemned for your badness, lectured for the pain you caused others, or punished for those actions through the pain of abandonment, shame, and/or humiliation.
- ❑ Receiving valuable feedback that although you made a mistake, the core of who you are remains valuable and loving. You have not ruined yourself or the other people involved. You have made a mistake, and I can teach you another skill that would be helpful in the future if you are willing.

Have you experienced the above responses at various times in your life? What was the impact on you from each approach?



Our judgement, whether positive or negative, shapes the way we view and respond to every individual. Since we get to make up the intent of others, why not make it up positively?



Love says that all behavior is a form of communication. We can choose to perceive that communication in a negative light or positive light. Choosing to see it in a positive light allows us to recognize all communication as one of the following:

1. Extending love (behaving)
OR
2. Calling for love / help in learning new skills (misbehaving)



Judging vs. Seeing the Call for Help

When we judge children and their behaviors, we:

- Label the core of the child as bad
- Keep them stuck in the lower centers of the brain feeling unsafe and unloved
- Teach the child to cope with abandonment and rejection instead of learning a new skill
- Leave the child with two options: accept that they are indeed bad or try to defend their self-worth by engaging in a power struggle



Judging vs. Seeing the Call for Help

On the other hand, when we see the misbehavior as a call for help, we:

- Define the core of the child as good
- Help lift the child to the higher centers of the brain, where they feel safe, loved, and ready to learn
- Place ourselves and the child on the same team, where they begin to trust us enough to cooperate and feel motivated to learn new skills
- Teach the child a new helpful SEL skill they will need for the rest of their lives.



The Language of Positive Intent

“You wanted” ... “You were hoping”

These phrases send the message that we believe children who act out are simply trying to get their needs met or express their feelings with the skills they can access at that moment.



1. Did he want to be hurtful?
2. Did he want to be disrespectful?
3. Did he want his friend's toy, and he didn't know how to ask for it?



The truth is... we don't really know.

We now have the choice to use positive or negative intent to see the situation.

Using positive intent we could say, **“You wanted to play with your friend’s toy”**. This statement acknowledges the child and their actions and creates an opportunity to teach new skills.

DEEPA
SCIENCE

BRITISH
COUNCIL

Antonia Hamilton

**Why do little babies spend 40% of their time
looking at their own hands?**

I BELIEVE seeing the best in others lets them off the hook

I FEEL angry and judgemental

So, I lash out and judge others

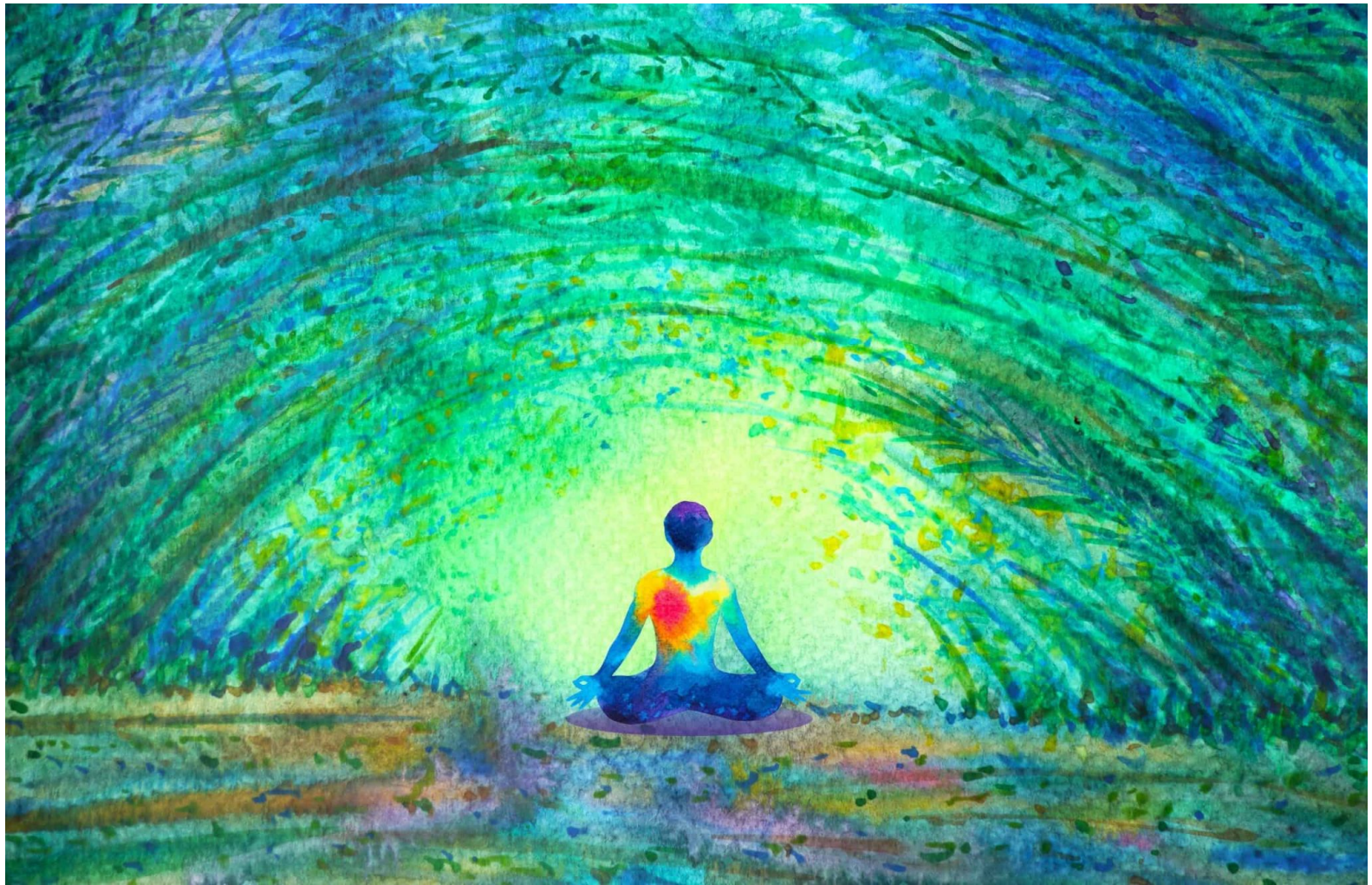
The impact on my relationships is misunderstandings and conflict

**I CHOOSE to see the best in others, believing we are all doing
the best we can at the moment**

I FEEL _____

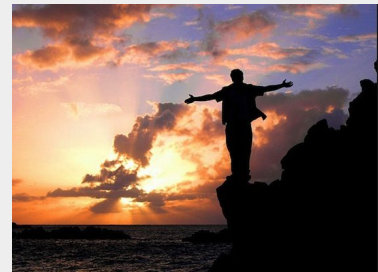
So, I _____

The impact on my relationships is _____



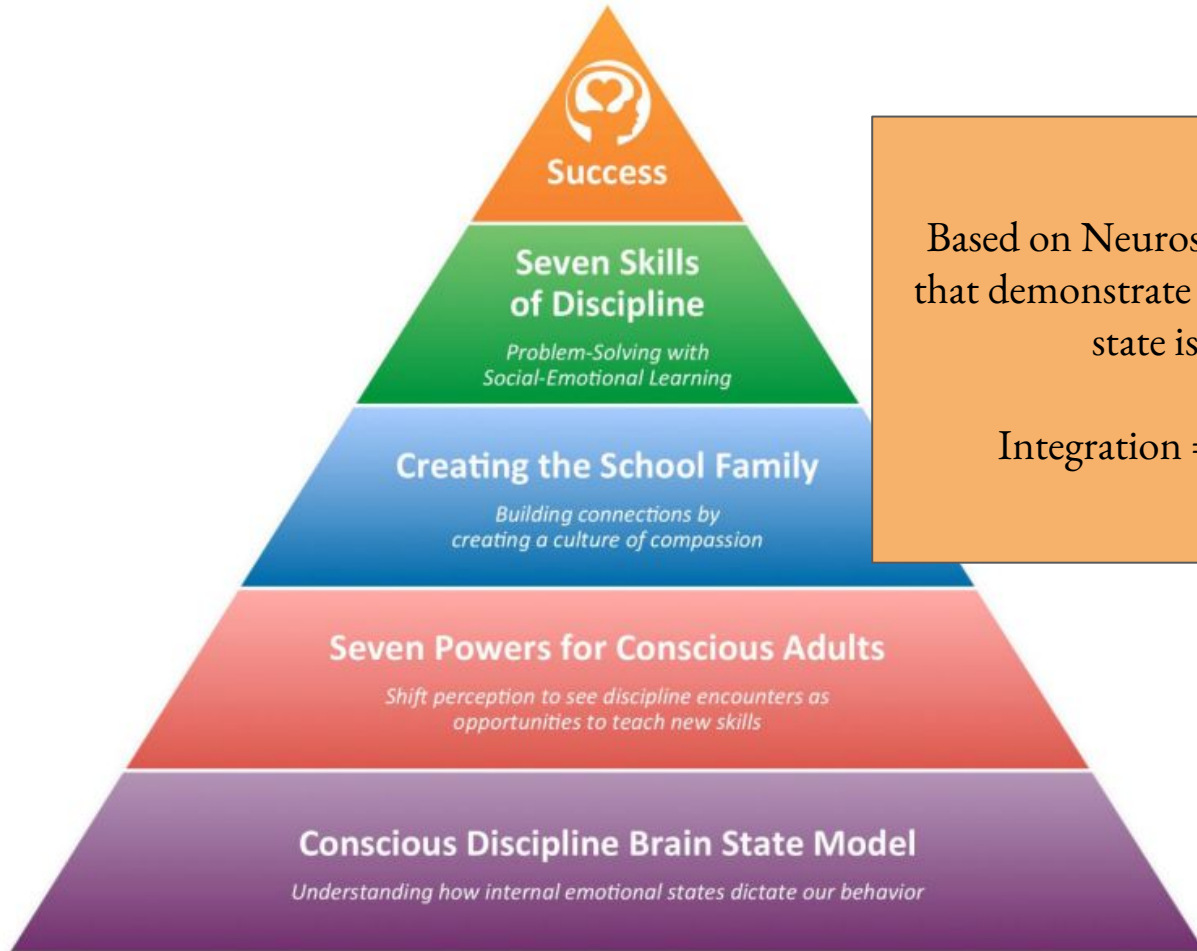
Power of Acceptance

Big Idea: The moment is as it is



Goal: To learn and respond to what life offers instead of trying to make the world go our way

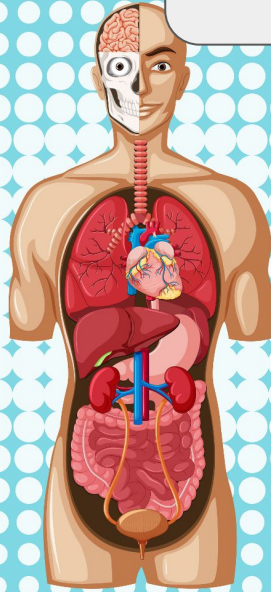
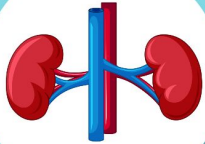
Skill: Empathy



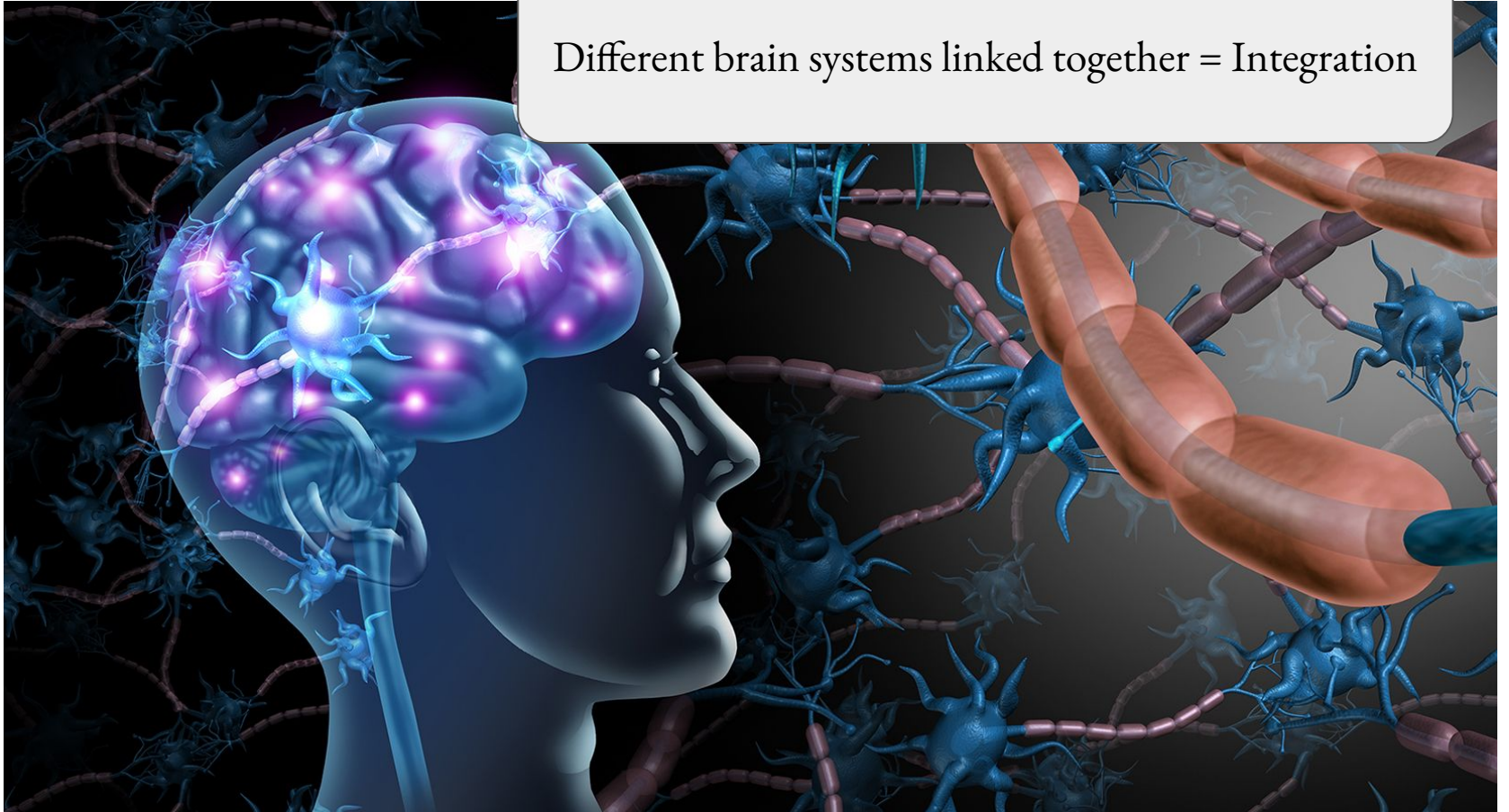
Based on Neuroscience and Brain State Model that demonstrate the optimal mind/brain/body state is one of integration.

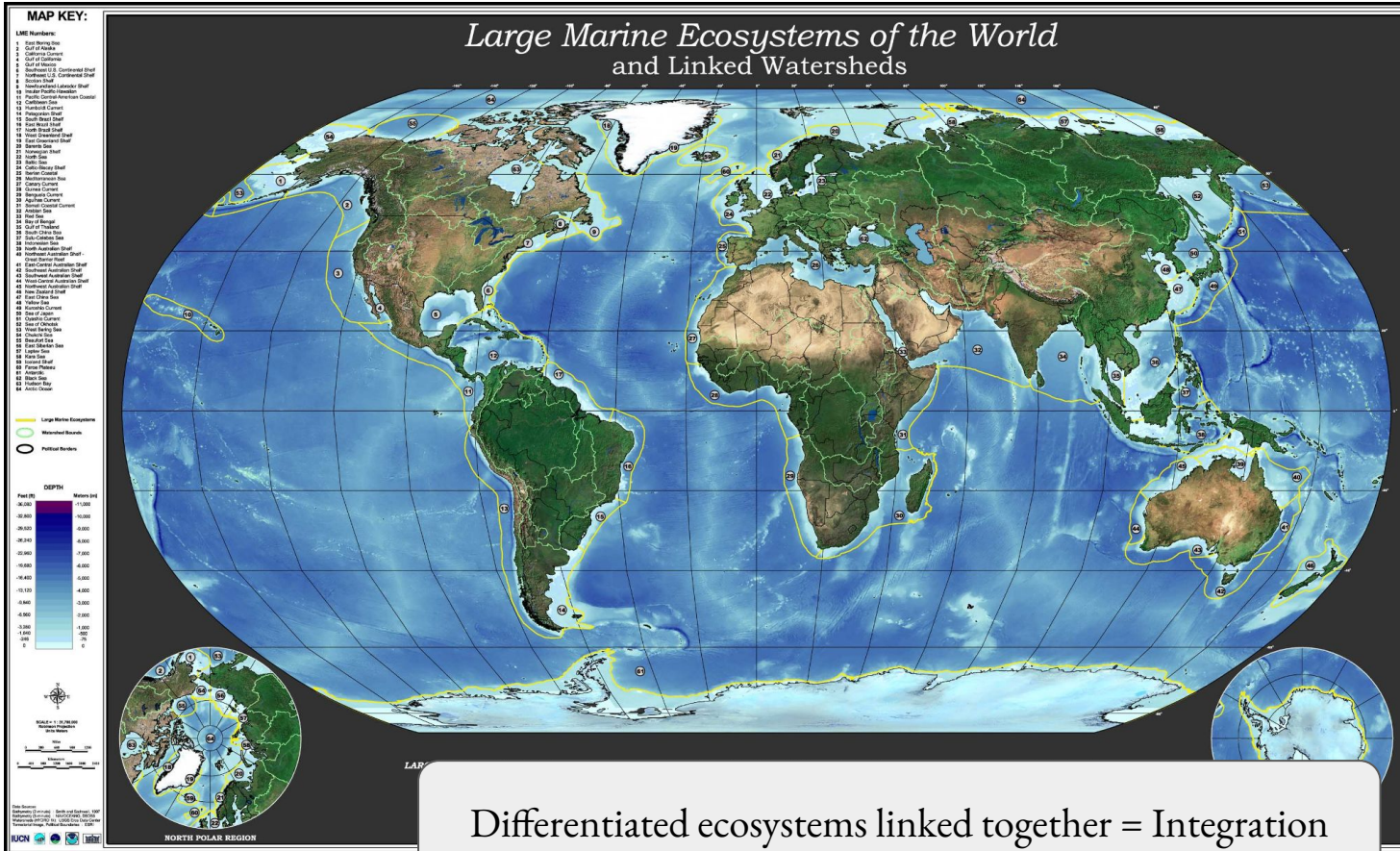
Integration = well-being = life success

Differentiated organs linked together = Integration



Different brain systems linked together = Integration





Differentiated ecosystems linked together = Integration



Different people linked together = Integration

The key to Integration is ACCEPTANCE.

Acceptance is the non-judgemental
acknowledgement and awareness of the present
experience.

*this is not an easy task

We have to find acceptance to master the skill of
empathy...

If we cannot accept we might end up avoiding, dismissing, or punishing feelings instead of being present with those feelings and teaching children how to understand and accept what they are feeling as well.



Resisting what is -
Creates stress and stagnates
change



WHAT IS acceptance?



it'S Raining

Ugh, I hate the rain, how annoying. I wish it was sunny. Great, now I have to drive in rain. So now I'm going to be stressed and my mood is ruined.



it'S Raining

Yup.

We have confused non-judgemental awareness and acceptance of what is, with resigning to the moment and believing it will stay this way forever, and with condoning the moment as something we approve of.

Recognize the distinction between **acceptance** and *approval*.

Resistance ~~=~~ Change

Resistance = Stagnation

At any given moment we have two choices...

Negation = Past

Acceptance = Future

“There is no running!”



“There is no screaming!”



If we choose **“Negation”**

- Negate ourselves and everyone else in that moment =
deemed not good enough
- Unmanageable and chronic stress = reactive styles of
discipline
 - Immediate behaviors
 - See the worst in the child
- Activate the Anterior Cingulate cortex

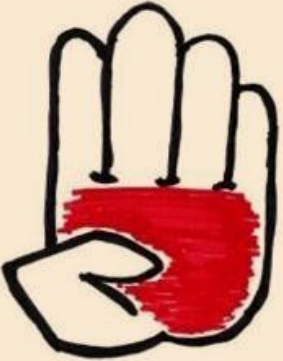
Where is your brain?



Thinking Brain
Upstairs Brain
Ready to Learn

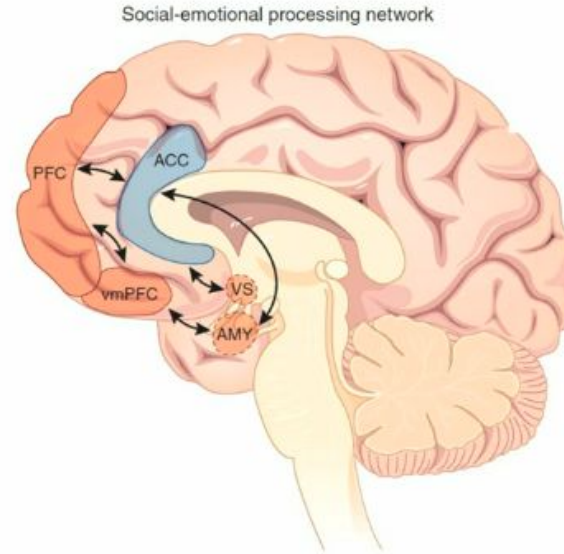


Yellow Zone
Caution area



Feeling Brain
Downstairs Brain
Flipping your lid

Anterior Cingulate Cortex (ACC)

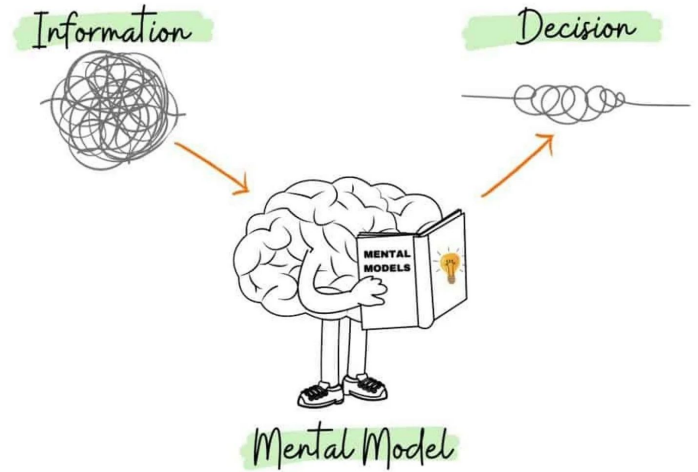


Negating responses may sounds like...

- It's not that bad.
- Don't worry about it.
- Stop crying before I give you something to cry about!
- Don't think about it. Do something else to get your mind off it.
- Oh no! Mommy will take care of it! Don't worry, sweetie.

What mental models do you hold about your emotions?

Do you tend to deny or dismiss your feelings, punish them, or accept them?



How do you typically respond when the adults or children around you feel sad or angry?



The way we treat ourselves when distressed will be
the way we treat our children.

How much empathy, understanding, and forgiveness
do you give yourself?





A Gift of Acceptance

by Dr. Becky Bailey

If I constantly see what children can't, won't or don't do,
I may be overly critical of myself.

If I judge others to be not caring,
I may be feeling under-valued and under-nurtured in my own life.

If I blame society for restricting my creativity,
I may be feeling out of balance and unable to express myself.

If I view my children as mean or bad,
I may be feeling "not good enough" as a person.

If I constantly feel a need to get control,
I may be unaware of my own self-punishing thoughts and feelings.

If I believe I know best what others should choose to do in their lives,
I may be uncertain as to what I myself want or need.

If I have a need for my children to be right and to do perfect work,
I may be terrified of making mistakes in my own life.

If I have a need for my children to be quiet and obedient,
I may be frightened of my own power.

If I see the beauty in all children,
I know I am loving and extend it graciously.

If I see the intelligence and creativity in all children,
I have discovered my own wisdom.

If I value all children - even those who lash out,
I have accepted myself.



Coming next month...



WHAT YOU NEED TO KNOW ABOUT
CO-REGULATION

